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The Lawrence Family Development Charter School

Application 1995



"Strengthening family . . . building community"

The Lawrence Family Development and Education Fund, Inc.
Bay State Building, 11 Lawrence Street, Room 615, Lawrence, MA 01840
(508) 683-9963 **Fax (508) 794-2552**

1995 Charter School Application

Basic Fact Sheet

This basic Fact Sheet will be used by the Executive Office of Education to conduct quick analysis of the applications received. The information furnished below must be accurate, and must correspond to that which is provided in the body of the proposal. This information will serve to provide reviewers at the Executive Office of Education with a snapshot of your proposal.

LAWRENCE FAMILY DEVELOPMENT CHARTER SCHOOL
Proposed Charter School Name

Lawrence, Massachusetts
School Location (city,'town)

Contact Person

First Patricia Middle F. Last Karl

Organization The Lawrence Family Development and Education Fund, Inc. Address 11 Lawrence Street, Room 615

City Lawrence, State MA Zip 01840

Telephone (508) 683-9963 Fax (508) 794-2552

Founding Coalition: *(Check Box)*

Parents	Teachers	Private For-Profit Business
✓		

Community Based Organization	Museum	Other Founding Group
✓		

Grade Level *(Check Box)*

Elementary	✓
Middle	
Secondary	
Other Grade Level	

Projected Student Enrollment

Projected Student Enrollment (1st Year)	160
Projected Student Enrollment (2nd Year)	200
Projected Student Enrollment (3rd Year)	240
Projected Student Enrollment (4th Year)	240
Projected Student Enrollment (5th Year)	240
Total Number of Teachers	1- (yr1)
Teacher/Student Ratio	1-16

In what type of community will the Charter School be located?

Urban School District	✓	Rural School District	
Suburban School District		Other Kind of Community	

Do you presently have access to a facility suitable for a school?

Yes ☐ No ✓*

*under consideration

School Focus:
In succinct terms, describe the focus and primary characteristics of your proposed school and/or students to be served, (i.e., math & science, arts, school-based services, at-risk youth, college preparatory, basic skills, interdisciplinary learning, and competency-based learning). The Lawrence Family Development Charter School will be a community centered school focusing on parent involvement through participation, development, and governance to support the academic achievement of their children through a positive cultural transition from home to school. The educational program will emphasize the acquisition and use of languages (English and Spanish) as the foundation for literacy and life-long learning. An interdisciplinary thematic approach will be offered to mixed ability groups. The school site will be a laboratory to develop school-based linkages, community service learning and full integration of family involvement.

Executive Summary (one page):
To help the Executive Office of Education accurately portray your charter school proposal to the public, please attach a one page description of your school. This description should outline, in clear terms, the educational model to be employed; the replicability of that model; student demographics; and other characteristics setting this school apart from other traditional public schools. Above all, this summary should capture the vision of the founders.

"Strengthening family . . . building community"

The Lawrence Family Development and Education Fund, Inc.
Bay State Building, 11 Lawrence Street, Room 615, Lawrence, MA 01840
(508) 683-9963 Fax (508) 794-2552

February 10, 1995

Dr. Piedad F. Robertson
Secretary of Education
Commonwealth of Massachusetts
Executive Office of Education
One Ashburton Place
Boston, MA 02108

Dear Dr. Robertson,

On behalf of the Board of Directors of the Lawrence Family Development and Education Fund, Inc. in collaboration with the Lawrence Youth Commission and in the name of the parents of Lawrence children listed as co-applicant, we submit the attached Charter Application for your consideration. The Lawrence Charter School and Family Development Center, described herein, seeks approval to open a Charter School for students in Kindergarten through Grade 3 to open in Lawrence, Massachusetts in September, 1995.

Since 1989 the Lawrence Youth Commission and Latino parents in the City of Lawrence have worked on behalf of school reform of public education to increase academic achievement and school retention through the active involvement of parents as advocates for education. The Education Reform Act of 1993 in providing this opportunity for a public charter allows us to take the momentum and lessons of the Parent Mobilization Project and model these practices for parent involvement and high student achievement. The Lawrence Family Development Charter School will bring together parents, teachers, and the community in full partnership dedicated to excellence in education in the belief that all children can and will succeed.

We understand this step will demand an accountability of education in the Charter School as part of refounding education in Massachusetts. We welcome the challenge this opportunity presents and look forward to the potential of parent leadership in building a foundation for the educational achievement of children in Lawrence.

Sincerely,

Ralph L. Carrero, President
Lawrence Family Development &
Education Fund, Inc.

Office of the Mayor, City of Lawrence, Massachusetts

Mary Claire Kennedy
MAYOR

February 9, 1995

Dr. Piedad Robertson
Secretary of Education
Commonwealth of Massachusetts
One Ashburton Place
Boston, MA 02108

Dear Dr. Robertson:

I am pleased to write in support of the proposal from the Lawrence Family Development and Education Fund, Inc. to seek eligibility for a charter to establish the Lawrence Charter School and Family Development Center in Lawrence, Massachusetts to open in September 1995.

Lawrence is a city which can benefit greatly by having several charter schools in our system of public education. It is important, given the many social and economic problems particular to Lawrence, that we be able to implement innovative programs that will encourage parent involvement in our schools and that will also complement other policy initiatives such as welfare reform.

Your many visits to Lawrence have allowed you to see for yourself the wonderful work that is already being done by the Family Development Center. A charter school will be one more opportunity we have to service our community, promote educational alternatives and thus enhance the economic opportunities for our citizens.

Thank you for your consideration of this proposal.

Sincerely,

Mary Claire Kennedy

Mary Claire Kennedy
Mayor

LAWRENCE FAMILY DEVELOPMENT CHARTER SCHOOL
AN EXECUTIVE SUMMARY

A coalition of Hispanic parents in Lawrence, Massachusetts and the Board of the Lawrence Family Development and Education Fund, Inc. in collaboration with the Lawrence Youth Commission propose the establishment of a Kindergarten through Grade 3 Charter School in Lawrence under the provision of the Massachusetts Education Reform Act of 1993.

As a model for education reform, it will address Parental Involvement in Education as the Foundation for the Academic Achievement of Children. The Lawrence Family Development Charter School believes in the shared responsibilities of families, schools, and communities supporting the education of its children. The school will integrate classroom teaching, parent involvement, community resources, and professional development for teachers and parents to create an environment which supports academic achievement.

The school's academic objectives for learning support the Common Core of Learning adopted by the Massachusetts Department of Education and Goals 2000: Educate America Act to develop comprehensive school reform, to promote partnerships with parents, to prepare students with the foundation competencies of challenging subject matter, to remove language barriers for minority students and to provide opportunities for teachers to access programs for continuous improvement of teaching skills to use a variety of instructional approaches to help all students reach their full potential.

As a primary school, which represents the transition years from home to school, staff and parents will work together to create high expectations for students; will work successfully to bridge the culture and values of the home to the culture and values of the classroom, and will place primary emphasis on literacy and the acquisition and successful use of language - both English and Spanish.

The education program will be participatory: children will actively participate in the learning process through activities which involve all the senses and facilitate the child's understanding of learning through inquiry and discussion. Teachers will create thematic approaches to content material, and a process where students are able to see the linkages across subject matters and between related information. The school will teach the whole child fostering self discipline, personal motivation and the acquisition of skills, knowledge and values in developing responsible citizens.

The Lawrence Family Development Charter School will provide parent training and opportunities for staffing and governance to fulfill its mission of preparing parents to be fully involved in the education of their child. The Family Development Center will support the school's academic program for children by offering training in family literacy, parent advocacy, leadership development and citizenship. This model will emphasize parent/family literacy and parent empowerment as the first teacher of the child.

The education program will address competencies in communication through reading, writing, speaking, the arts, drama, and technology; it will prepare students to be caring, participatory citizens with values and ethical standards through the multi-cultural dimensions of social studies and the humanities and the integration of community service into the learning core of the school.

Classes will have a teacher-student ratio of 1-16 to support optimum learning, create a nurturing environment, and maximize opportunities for children's emerging literacy skills to be practiced continuously in English and Spanish. The school will offer an integrated immersion language program consisting of three components: primary language instruction, sheltered English instruction, and mainstream English instruction. Students will acquire skills in both languages; growing in proficiency in English as they strengthen their native language.

The school will place strong emphasis on evaluation and assessment of its programs, pedagogy, and mission of full parental involvement. Student assessments will use a combination of traditional measures and other methods which measure many types of intelligence and development. Evaluations of teaching staff will be toward improvement of instruction, including self assessment and evaluation by peers.

The school will be accountable to parents and the public conducting regular review of its progress and participating in an outside Evaluability Assessment (University of Massachusetts/Lowell College of Education) to assess its impact and effectiveness and to learning what need improving based on the interest of its share holders.

The school will be immersed in the life of the community and the community will be immersed in the life of the school. Through partnership programs with organizations which support and expand the school's curriculum to a plan for linking students and families to services and resources which strengthen family development, the school family will be a community of leaders and learners, actively involved in the process of refounding and renewing public education.

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22.) Liability and Insurance
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A) Resumes of key educators planning the design and curriculum of the Lawrence Family Development Charter School

B) Demographic and Socio-Economic profile of the six districts in the city of Lawrence, Massachusetts (4) tables:
Table I - Total Population by Age
Table II - Total Population by Race and Hispanic Origin
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C) Letters and concept papers from community organizations who will design and implement specific components at the Lawrence Family Development Charter School:
Greater Lawrence YWCA
Lawrence Public Library
Lawrence Heritage State Park
Essex Art Center, Inc.
Lawrence Youth Commission's Parent Mobilization Project
Greater Lawrence Family Services Association
Greater Lawrence Family Health Center
University of Massachusetts/Lowell, College of Education

D) Letters from community members who support this plan for the Lawrence Family Development Charter School

E) Signatures of parents of children in the City of Lawrence who support this application for a Charter School

F) Building site under consideration, plans and specifications

Lawrence Family Development and Education Fund, Inc.
Lawrence Family Development Charter School

1995 Charter School Application

1.) Mission Statement:

Strong families, working in partnership with the school as advocates for academic achievement will create an environment where every child has the opportunity to acquire the foundation skills and habits of mind that foster life long learning, citizen participation and personal fulfillment.

A. Core Philosophy.

The core philosophy of the **Lawrence Family Development Charter School** is the integration of family and cultural values into the governance and curriculum of a school developed to model parental involvement in education as the foundation for increased academic achievement of their children.

- The Lawrence Family Development Charter School believes in the shared responsibilities of families, schools, and communities for supporting the education of its children. The school will integrate classroom teaching, parent involvement, community resources and staff professional development goals to create an environment that supports academic achievement.

- We see ourselves as a Community of Learners - Learning new ways to teach, to learn, and to lead. We will support each other in learning together in re-founding education in our community.

- The school environment and curriculum will establish high standards that set forth what students should know in language, math and science, the arts, and social studies as the foundation for learning as active contributing participants of a community.

- The school will respect the intellectual, social, and developmental needs of all children as it values their cultural background, in an environment where students assume responsibility for their actions.

- The school will create an environment and provide professional development opportunities to insure a teaching staff who assume responsibility for the extent to which their students learn and achieve.

- Evaluation of student progress will be carried out in a triad partnership of teacher-parent-child. All will continuously address what it takes to be a successful learner and school member.

- The school will develop citizens who care for their community and environment . It will develop practices in experiential learning which integrate community resources and service learning in the curriculum and social environment.

B . Impact as a Laboratory of Innovation for school reform
Model: Parental Involvement in Education as the Foundation for the Academic Achievement of Children.

Research on effective schools which demonstrate a response to community needs defines this model as having the highest potential for engaging children of poor families in the successful process of education:

> "The potential effectiveness of a comprehensive approach to restructuring is one in which school reform is directly linked to family support and education, neighborhood social and economic development, integrated services for poor children and their families, and multiple ways that families can contribute to the development of their own children, both in school and out."[1]

PARENT INVOLVEMENT:

Children work successfully toward goals and values when they recognize that the attitudes and expectations of both home and school overlap.[2] Children's academic achievement improves when families demonstrate their connection to school goals by encouraging their children's intellectual development, studying with them, showing approval of school activities, and respecting their children's efforts.[3] The Lawrence Family Development Charter School will work toward these objectives through a continuum of planned interventions and ongoing evaluation by:

- Increasing access to education for parents and students. Language skills will be enhanced through family literacy programs. Native language literacy and ESL programs will be effective and critical component in increasing the academic achievement of children.

- Improvement of child and family well being by providing training, counseling and health services that stress school success, local empowerment, and prevention will integrate family, school, and community and strengthen the foundation of all three.

- Providing opportunities for staff development which will increase their understanding of cultural/language needs of families, will open their classrooms to be pedagogic laboratories for new approaches to learning - particularly in language and literacy.

The Lawrence Family Development Charter School will undertake a role in school reform to model parent involvement as a central element in building a foundation for learning: in the home, in the school, and in the greater laboratory of the community.

Parents will be involved in each level of education - as both leaders and learners - to instill a love for learning in their children which will extend to their intellectual, social, and personal development.

---

[1]Davies, Don. "Testing a Strategy for Reform: The League of Schools Reaching Out" Paper Presented at American Educational Research Associations Symposium, Chicago, 1991.
[2]Norm Fruchter, Ann Galletta, & J. Lynne White. "New Directions in Parent Involvement", Academy for Educational Development, Inc., 1992.
[3]Same as above.

In "taking responsible risks to create new, innovative, more flexible ways of educating children" our school will create a community of learners within the school (staff, students, and parents). We will deliberately seek opportunities in which the community itself - its resources of individuals and institutions; become an integral part of the school environment and its curriculum.

The school will model examples of best practices which have been noted by Dr. James Comer of Yale University's Child Study Center and through the coalition of research recommendations of the Families and Schools project, and will continuously evaluate these and refine them to meet the unique needs of children and families in Lawrence. While we recognize that family responsibilities and differing work schedules do not allow all parents to be available during the school day, it is our experience in working with more than 800 Lawrence parents during the past five years that they are searching for additional training for their own development and to be better prepared to support the academic and social development of their children. The Lawrence Family Development Charter School will continue its willingness to model outreach and training in non-traditional time (evenings and weekends) to meet the needs of families.

The Lawrence Family Development Charter School as a center of family development, will provide a local, urban setting in which families from many cultures, whose first language is not English, will be leaders and learners to assist their children as learners.

Parents will work in the classrooms, will serve on the Board, and will participate in the evaluation of students progress. They will work collaboratively with the staff and evaluate which practices are successful and make recommendations for changes. Parents will have opportunities to learn English as a Second Language, Citizenship and home tutoring skills through the Family Development Center. These trainings will prepare them to be full partners in their children's education and development. In its second and following years the school will provide internship opportunities for persons preparing for a degree in education and teacher exchange fellowships. This will increase models of innovative teaching and governance practices, allow for new methods to be evaluated by a broader group of educators, and will encourage replication in other schools both locally and in the Commonwealth.

TEACHING STRATEGIES FOR SUCCESS:

The Lawrence Family Development Charter School recognizes the triad partnership of family-school-community in developing the objectives and design of our school. The school environment will foster best practices in teaching and enable teachers to be educational leaders, innovators, and practitioners who assume professional responsibility for the extent to which their students learn and achieve. The primary goal for the teaching staff at the charter school is to improve instruction so that students can and will learn. The teaching staff will develop a set of standards and expectations. They will identify competencies for the curriculum and design lessons to help children attain these competencies.

The Lawrence Family Development Charter School will recruit and hire professional staff who support the mission and philosophy of this school that all children can learn and succeed academically. Teachers will establish high standards for their own performance, for their students, and for the curriculum lessons and pedagogy used. Teaching and support staff will be afforded opportunities to develop new practices and to learn from others. They will participate in trainings to broaden their knowledge and experience and will visit other schools - public, parochial, private, and public charter

schools where student achievement is high. In this way they will observe best practices in teaching and talk with teachers whose methods are truly engaging students in the process of learning.

All teachers will attend a training through The Efficacy Institute to develop teaching methods to enhance student learning. The pedagogy used by teachers and valued by the school community is one of the foremost strategies to insure academic success of the students. Teachers will then have opportunities to learn from a variety of settings and practices to develop personal styles which fit the learning needs of their students and which work within their own skills and strengths.

The Lawrence Family Development Charter School will invest in the professional development of staff through training, attendance at conferences, time to visit other schools, and time to learn with and from each other. Additionally, teachers will be given opportunities to present workshops for teachers in the Lawrence Public Schools and in other systems as opportunities to grow professionally and to further develop their skills in a particular teaching method.

Teachers will participate in training workshops at the Family Development Center to fully understand the Parent Mobilization Project and avenues of potential involvement for parents.

The partnership of home-school-community will foster trust in and support of one another. Parents, teachers, and other partners in the community will learn from one another and support the academic achievement of the children in a united and positive way.

COMMUNITY INVOLVEMENT:

The Lawrence Family Development Charter School is committed to immersion in the community as a laboratory for learning and will seek meaningful partnerships where the resources of the community - with expertise in their respective fields - will bring uncommon opportunities for student and staff development. These partners will not play a secondary role to education, but will develop curriculum components that are at the core of learning and personal development. Students and their families will be immersed in the life of the community and develop a commitment for its rebirth.

- The school and its community will be a laboratory for the development of service learning opportunities and the design of a primary level service learning curriculum. Working with the staff and youth leaders of **City C.O.R.E.**, an AmeriCorps program operated by the Lawrence Youth Commission, teachers and students will design and carry out meaningful service projects. School members will identify new practices which result in improved academic skills as well as develop the foundation for a caring and responsible citizenry.

- The **Lawrence Public Library** will offer its Family Literacy Curriculum and its Family Literacy Center as a key resource to parents through the Family Development Center. Workshops will be given at the school both during the school day and after school. Parents will have recourse to further literacy development through the computers at the Barbara Bush Family Literacy Center at the Library. The Family Literacy Center will offer teacher trainings and material for classroom teachers to develop home/school literacy projects for all students. Family literacy - and increased language skills in English and Spanish - are priority goals for The Lawrence Family Development Charter School.

- The **Greater Lawrence YWCA** will design the fitness and recreation curriculum for students at the school. With over one hundred years experience in meeting the needs of women and their children, the professional staff at the YWCA has the experience and expertise to plan a physical development fitness program for all children, will offer competitive and non-competitive sports programs and will offer a full program teaching all children to swim safety.

The Charter School will utilize the YWCA as its gym facility. It is an exceptional complex with an Olympic size pool which is underutilized during the school day. This is an example of coordinating resources in the community to benefit its residents. Because the YWCA is equally committed to the development of the family it will work collaboratively with the Charter School's Family Development Center staff to offer parent/child recreational activities throughout the year. Positive activities which enhance family togetherness and communication in a variety of settings will be a key component of family development.

The **Lawrence Heritage State Park** and **Immigrant City Archives** will combine K-8 curriculum material, museum resources and over 140 years of archive material to create the community component of the social studies curriculum. The History of Lawrence Curriculum, a partnership between the Lawrence Heritage State Park and the Lawrence Public Schools was developed by the Director of the Lawrence Youth Commission while a teacher in 1985. Subsequently, as Chairperson of the Heritage State Park and a Board member of ICA she has developed continuing programs and classroom activities based on the city's immigrant and labor history. The primary grade curriculum links to the objectives in the scope and sequence of the School Department Curriculum and places the student in their community as the place to learn history, geography, introductory economics and interpersonal skills. Students will learn how maps are created by walking the paths of a "planned" community. They will learn the interdependence of community resources through a curriculum that introduces them to both the "characters" of the past and the people of today.

Lawrence's place in history and its unique contribution as an "Immigrant City" will become real to students in the photos, diaries, and other records of both the Heritage State Park and ICA. The Executive Director of ICA will train parents, City C.O.R.E. members and Charter School staff in oral history procedures. As a community of learners all will participate with the students to document the oral histories of their own families and weave together an ongoing time line where the broader events of history are chronicled with the immigrant history of the school's families and staff. This is one example of an interdisciplinary approach to including multi-cultural values to the learning environment. Through this example and others, families and school staff will relate to the struggles, achievements and contributions of one another as they build an environment of respect and value for all cultures.

The **Merrimack River Watershed Council;** the **Department of Environmental Management,** through the Lawrence Heritage State Park; and the Lawrence Youth Commission's ESM Program (Exploration in Science and Math) will design major curriculum components for science. The philosophy of introductory science education will build a foundation for inquiry through experimentation. Students will become more aware of the world around them and grow to understand the reciprocal relationship between the student and his/her environment. The Merrimack River, its banks, canals, electric power plant, mill races and turbine engines, and fish ladder for salmon is an extraordinary resource for observing and examining the natural environmental. The effects of pollution, the changing seasons and relationships to plant

and fish life and flow of water volume, as well as the power behind an 1800's water wheel and turbine and a 1990's hydroelectric plant providing electricity for the region, are examples of environmental concepts in science.

The Lawrence Youth Commission operates **ESM/Exploration in Science and Math**, a program for minority high school women who wish to consider careers in science and math. The project instructor has worked with eleven area businesses, three area colleges, and the Museum of Science Education Department to develop a curriculum using the scientific method of inquiry, observation, and opportunities for hands on learning. This curriculum has developed introductory units in each of seven areas which will be tailored for primary grade students. Unit lessons and individual kits will involve students in acquiring the joy of scientific knowledge. The ESM instructor will work with teachers at the Charter School to incorporate these lessons and pedagogy into the curriculum.

The **Essex Art Center** is a unique creative resource in Lawrence. Founded in 1993 to bring the visual arts and art education to the inner city, it has assumed a leadership role in transforming the attitudes of many toward the creative capabilities and interests of children in Lawrence. Housed in a three story business building it offers gallery and classroom space and is a constant resource of and for new artists in a multitude of art disciplines. The professional staff of the Essex Art Center will develop a visual arts enrichment program for the Charter School and will assist the school in recruiting artists and college art majors to carry out a curriculum which will build sequential art skills and a foundation for art appreciation.

The school will be a model site in the integration of School Linked Services supporting education and family life. **Family Services Association of Greater Lawrence,** a community based organization serving families in need, has one hundred forty years of commitment and experience in this field. They currently pilot the first school-based services in a Lawrence Public School and would build on that experience to coordinate the delivery of ongoing counseling and referral to health and human services through a diagnosis, assessment, and referral model. A full time bilingual counselor working with school staff and staff of the Family Development Center would provide counseling in immediate crises situations and linkages to a range of services approved and recommended by the staff and board of the Charter School. The counselor will provide parent training workshops in parenting, giving support from a clinical approach in crisis problem solving. These workshops will enhance parent advocacy and leadership training workshops offered by the Lawrence Youth Commission Parent Mobilization Project (See Appendix).

An integral part of the Family Development Center providing services to families will be the Family Health Care provided by resident interns of the **Greater Lawrence Family Health Center Residency** Program. Greater Lawrence Family Health Center, in collaboration with Tufts Medical School and Lawrence General Hospital has opened the first community based medical residency program in the United States. Twelve medical students, all bilingual (English/Spanish) will serve a three (3) year residency in family practices in an urban setting. Doctors will work with Staff at Lawrence General Hospital under the supervision of Tufts Medical School. The Greater Lawrence Family Health Center has agreed to provide health care, check ups, nutrition and child development workshops for families. They will be primary care providers for families whose children attend the school; ensuring that all children and their families have access to preventive health care, health and well information, and care as required. This will enable children from poor families to come to school healthy and able to best use their potential. Please see appendix for project design.

2.) School Objectives:

A. Broad academic objectives for student learning.

The Lawrence Family Development Charter School is committed to the purpose and goals of the Massachusetts Common Core of Learning and Goal 2000 - The Education America Act and has set forth a mission which we believe will provide every child with the values, knowledge, and skills needed to achieve full potential in his/her personal and work life with the ability and desire to contribute actively to the civic and economic life of our diverse and changing democratic society. The belief that all children can learn is the basis for our high expectations and for our commitment to these goals.

- All children will have access to high quality and developmentally appropriate programs that establish a foundation for learning and that are regularly evaluated to retain focus on improving student achievement.

  This supports the overall goal of Goals 2000: Educate America Act - to develop comprehensive education reform.

- Students will demonstrate increased language acquisition skills in both English and Spanish, with the goal of completing grade five with the ability to fully communicate in both languages:

  Removing language barriers for minority students.

  "All students should read, write, and communicate effectively."

- Students will demonstrate competency over challenging subject matter including both English and Spanish, mathematics, history, geography, science civics, economics and the arts:

  "All students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter in English, math, science, arts, foreign languages, history, civics and government, economics and geography."

  "All students should acquire, integrate, and apply essential knowledge."

- Students will learn in mixed ability groups rather than in homogeneous classes. This will prepare all students for productive lives and will encourage cooperative methods of learning which are highly favored problem solving strategies in Latin cultures as opposed to independent learning:

  "Teachers must learn to use a variety of instructional approaches because all youngsters learn in different ways."

- The staff will work with parents to assure cooperative planning for each child to meet the child's educational potential:

  "Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children."

- Teachers will have the opportunity for ongoing professional development to enhance their skills in teaching methods designed to foster learning for all children with a focus on higher level thinking and problem solving skills:

  "The nation's teaching force will have access to programs for continued improvement of their professional skills and the opportunity to acquire the knowledge and skills to instruct and prepare all American students for the next century."

- All students will have access to up to date computer equipment and other technology which supports student learning, and will attain competency that is age/developmentally appropriate:

  "All children will have opportunities to learn through computer technology."

The broad academic objectives for student learning will be implemented across the curriculum through an education program that recognizes the following:

•Building a foundation
The primary grades are the most critical years in the educational development of a child. These years represent the transition from home to school and require a balance in which the child believes that his home and school value his/her development and value the role of each other. The school and home will work together to create high expectations for the students. These motivational forces - supported by high standards of teaching and parent involvement in helping their child learn - will promote successful characteristics of achievement, attitudes, and behavior.

•Learning is participatory
All learners - children and adults - learn best from active participation in the education process. When students learn from their involvement in the acquisition of knowledge and skills they are able to internalize the concepts as their own. The school will develop lessons which engage the child in an active, tactile process - counting manipulatives, planting seeds, measuring distances, forming shapes - and facilitate the child's understanding of learning through inquiry and discussion.

•Education is built upon linked-learning
The development of higher order thinking skills requires an educational process where students are able to see the linkages across different subject matters and between related information. Understanding of cause and effect, interdependence, and valuing choices is dependent upon a developing mind which is able to process the relationships between stored information and newly acquired information. In the primary grades teachers will regularly involve students in discussing "How does this fit" with what is already known. The developing student will think abstractly, will use effective problem solving skills and will apply these to new situations.

•Education teaches the whole child
The education program of The Lawrence Family Development Charter School recognizes the need to teach the whole child. A learning environment - supported by teachers, parents, and our community partners - will foster self discipline, personal motivation, and the acquisition of skills, knowledge and values that run across academic disciplines for personal growth and development.

B . Non-academic goals for student learning.

•Students will demonstrate respect for each other, for staff and for members of the community as an integral part of valuing education and developing personal discipline.

•Students will participate in the life of the broader community through involvement in community service as fundamental steps in developing the responsibilities of citizenship.

•Students will demonstrate self discipline in an environment conducive to learning: free of drugs, violence, and negative distractions.

•Students will have access to services both in the school and in the community which will prevent them from falling through the cracks. Children and their families will have access to a web of coordinated quality services to enhance their ability to learn, including regular health care and mental health services.

These stated non-academic goals for student learning relate to children's individual growth and development. These will be fostered through an environment and an investment in staff development and parent training that recognizes the following:

- A school community reflects the values it teaches. The school believes that the core of citizenship, and its role in preparing students for citizenship in our democracy, is the belief in the work and potential of each member.

With this core philosophy the school will:

- value and respect cultural, language, and individual diversity.

- encourage cooperation among adults and youth, among various grade levels, family and school, and with the neighborhood and community at large.

- seek opportunities where the diverse skills and interests of its faculty, students, and parents can contribute to the overall environment of the school through shared learning and enrichment.

- be a safe and nurturing environment where learning can take place free from violence and the negative influence of drugs, alcohol, and tobacco.

3.) Statement of Need:

A. Need for this type of school.

Because children's growth and development benefit from a full partnership between the parent and school, planned involvement of parents in the education of their children is the single most important contribution that this school could make to effect education reform in the City of Lawrence. Parent involvement through opportunities to learn and to govern will provide the continuity children need in the transition from home to school. Parent involvement as their child's first teacher, and in partnership with the teachers will enable them to succeed as they progress through school and will help to integrate their children's development in home, school, and community.

A community which is identified by the statistics of poverty, joblessness, and social problems is faced with so many fronts upon which to focus attention, that it may fragment its energy and dissipate its resources. The Lawrence Youth Commission from its founding in 1988 has fostered the philosophy that the community is best served when activities and programs can be coordinated to fully utilize existing resources toward common goals. Expanding upon that philosophy is the belief that youth are best served by the adults in the community who have a common vision and a commitment to responsibly advocate for their development. The Lawrence Family Development Charter School will address the needs of youth and families in this community - marked by poverty, joblessness, and social problems - by developing an educational partnership between the school, the family, and the community to seek alternative models of educational teaching, administration, and delivery of services.

Children in the City of Lawrence are increasingly from Hispanic families living in poverty. From 1972 until the present time the percentage of minority children has increased until today when 88% of public school children are minority and of that number 85% are Hispanic. At the same time, academic achievement of Hispanic students in Lawrence and nationwide indicate that they are not succeeding at levels of other students. Their retention rate, as measured by high school graduation, is the poorest of any racial/language group in America. While high school completion rates for white students rose from 85% to 90% from 1992 to 1993, and for black students rose from 74% to nearly 84%, the graduation rate for Hispanic students overall was at 72.5%. This is further magnified for those whose English skills are poor ("don't speak English well"). The dropout rate was 61.8% leaving a graduation rate of only 38.2%. Compounding the language barrier, the dropout rate for students was highest among those with the lowest family income.[4]

Hispanic students are not benefiting from an educational system that does not put its primary emphasis on the unconditional development of literacy and does not fully involve the parents of these students in redirecting emphasis and resources toward their success. To attempt to reverse the dropout rate by Hispanic students will require direct attention to the identified causes of their leaving school **a.)** lack of success with English as an acquired second language **b.)** lack of acceptance as expressed in feelings of racial discrimination and lowered expectations.

The primary academic emphasis of the Lawrence Family Development Charter School will be the development of Literacy. This supports both the identified need and the developmental age of children in kindergarten and primary grades. The school will foster

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[4]U.S. Department of Education, September 1994 as cited in Eagle Tribune, September 15, 1994, Lawrence, Massachusetts, page 6.

a supportive climate for developing the foundation skills in both native language and second language literacy. This emphasis will be integrated into all academic and personal development activities.

Literacy, through speaking, listening, and reading is the foundation skill for communication and the essential skill in further school success. Family literacy will provide opportunities for parents and other family members to learn or improve language skills as the foundation for personal growth, assisting their children as learners, as a prerequisite to citizenship and job training. Family literacy programs will be a primary offering of the Family Development Center.

The school will build its educational foundation for child and parent on the full acquisition of language skills as a means to communicate, to develop, and to participate in the life of the school, the community, and this culture.

Staff development in innovative and appropriate pedagogy to support the development of children, and fully engage them in the process of learning will be a primary emphasis of the Lawrence Family Development Charter School. This component will complement the emphasis on training opportunities for parents and will establish a strong partnership where the school directly invests in the two groups of individuals important to the successful development of students: teachers and parents.

B . Charter School Model as Appropriate Vehicle to address this need.

The charter school model is an appropriate vehicle to address the needs of newcomer and immigrant families in the City of Lawrence. To reverse the almost twenty year trend of low achievement and high percentages of students dropping out of school, a model is required to improve language skills for minority language children with a dual emphasis on parent/family literacy and parent empowerment as the first teacher of the child.

Current parent involvement in public schools throughout the Commonwealth and in Lawrence is generally limited to involvement mandated by legislation such as school site councils and PACs (parent advisory councils of Chapter I, Special Needs and Bilingual students). School Site Councils, while a laudable inclusion in the school reform legislation of 1993, brings a very small number of parents to the table in discussing school issues. Despite recommendations in the legislation the election of parents is not always open and inclusive and the parent representatives on the councils are more likely to be recruited by the principal, therefore more likely to second the principal's recommendation than to bring a new voice to decision making. Even when a new voice is heard, it is less likely to be that of a poorer parent, or one representing a minority culture or language. Advisory councils in the 17 local public schools have small numbers of parents and limited representation from minority groups which comprise the largest segment of the student population.

The need for minority parent involvement is well documented. Research clearly indicates a strong positive relationship between parent involvement and student achievement. In addition to improved academic achievement there are other tangible benefits which impact the quality of education and the overall school environment: increased student attendance, positive parent-child communication and improved student attitudes and behavior.

In addition to wanting to help with homework and attend school functions, parents of minority students express strong interest in a variety of roles. They want to be

involved in school decisions such as evaluating their children's progress, choosing classroom discipline methods, having input into the amount of assigned homework and setting school behavior rules.[5] Research also indicates that the desire to be involved is often not transformed into actual involvement because many, if not most, minority parents feel intimidated or not invited to participate in planning involvement activities and have no choice in how they assume a role of involvement. "In truth, public education has yet to take true advantage of minority parents' interest in involving themselves in the education of their children."[6] A Charter School directed toward developing avenues for involvement can address this need.

Legislation to establish Charter Schools seeks a decentralized "bottom up" approach fueled by local creativity and grass-roots initiative. A school led by a parent-majority, fully representative of the population will empower the entire community to view its leadership role in civic and education reform.

The primary academic emphasis of literacy not only for students, but as a broader offering to parents, will be a core component of the school, rather than an add-on program. It is not only appropriate but sensible to pilot these concepts in a small setting where they can be tracked and evaluated among specific variables prior to introduction to an entire system or for consideration by other communities.

The charter school will be a laboratory to investigate parent involvement strategies and family literacy which could be replicated by the larger school system and which can be considered for replication in similar urban communities throughout the Commonwealth.

As a laboratory for teaching innovations, the Charter School is a vehicle which can support and foster risk-taking, independence, and professional development. Teachers will be encouraged to take courses and attend conferences both within their field and in other fields which could complete or expand their teaching practices and knowledge base.

Teachers will provide opportunities for students to learn and apply knowledge in everyday situations and assist students in developing good work and study habits. These skills in primary grade students will be an important foundation for later transition to high school, higher education and work. Teachers, working with parents, will encourage love of learning, curiosity, and pride in a job well done so that children will be active seekers of knowledge.[7]

Teachers will be encouraged to practice their ideas and methods, to share them with their colleagues, and to invite educators from other schools to observe this model. Working with professional staff in teacher education programs, workshops will be offered at the school to enable all staff to benefit. Teaching staff will be given time to visit schools with high academic achievement, to observe teachers and discuss optimum practices and environment. This will be particularly important in connect staff development to styles of learning and assessment. All three must interconnect to provide the best opportunities for learning.

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[5]"The Metropolitan Life Survey of the American Teacher - Strengthening Links between Home and School" (New York, Louis Harris and Associates, Inc. 1987)
[6]Ibid.
[7]Massachusetts Common Core of Learning, 1994.

4.) Profile of the Founding Coalition:

A. Partnership members working together to apply for this charter.

The founders of the Lawrence Family Development Charter School are members of a partnership coalition which brings together policy makers and key community leaders supporting the initiative of parent members of the Lawrence Youth Commission's Parent Mobilization Project.

The applicants are parents of children in Lawrence who have been actively involved in the quest for school reform through parent involvement for the past four years. They are volunteers with the Parent Mobilization Project having served one to four years offering workshops in neighborhood homes to bring the message of parental involvement into kitchens and living rooms across the City. Many have completed the Training the Trainers workshops and the Board Leadership Development Program.

As parents they are committed to access to quality education for their own children. As community activists they are committed to access to quality education for all children. Working in partnership with the Board of the Lawrence Family Development and Education Fund, Inc. they will partake in all planning to open the school and set the benchmarks for curriculum design and parental involvement.

The Lawrence Family Development and Education Fund, Inc. was incorporated in Massachusetts in 1992 to create a community based fund to support the work of the Lawrence Youth Commission. Its particular focus of interest is family development through education with a singular mission: "strengthening families...building communities."

The Board of Directors include members of the Lawrence Youth Commission and fourteen community leaders. Its membership includes parents of Lawrence students, bankers, educators, a newspaper editor, a foundation administrator, business executives, clergy, and public administrators. The members of this Board are visionaries - men and women who, individually and collectively, see beyond what is to what can be.

As visionaries, they cannot accept the status quo when significant numbers of children are not achieving their full academic potential. The Board of Directors of the Lawrence Family Development and Education Fund, Inc. will provide leadership and fiscal oversight to the Charter coalition supporting the plans of parents to offer an education program which will offer and maintain quality performance at every level.

I) Parent Applicants, Lawrence Youth Commission Parent Mobilization Project

Eduviges Sanchez, 61 Arlington Street, Lawrence, MA 01841

Ramona Andrickson, 114 Park Street, Lawrence, MA 01841

Dilsa Roman, 499 Broadway, Lawrence, MA 01843

Victoria Jose, 4 Moumonth Street, Lawrence, MA 01841

Daniel Toribio, 499 Broadway, Lawrence, MA 01843

Alberto Jose, 4 Moumonth Street, Lawrence, MA 01841

Ivelisse Cornielle, 59 Franklin Street, Apt. #3A, Lawrence, MA 01841

Gustavo Paulino, 59 Franklin Street, Lawrence, MA 01841

Rosael Martinez, 19 Ferry Street, Lawrence, MA 01841

Altagracia Casado, 91 Oak Street, Lawrence, MA 01841

Rafael Casado, 91 Oak Street, Lawrence, MA 01841

Dulce Hauessler, 61 Maple Street, Lawrence, MA 01841

Alex Alemany, 4 Colby Street, Lawrence, MA 01841

Ana Espinal, 57 White Street, Lawrence, MA 01841

Mauricio Rosario, 57 White Street, Lawrence, MA 01841

Altagracia Garcia, 8 Hillside Avenue, Lawrence, MA 01841

Catalina Bisono, Maple Street, Lawrence, MA 01841

II) BOARD OF DIRECTORS 1994, Lawrence Family Development and Education Fund, Inc.

Ralph L. Carrero, President of Board, Greater Lawrence Technical High School

José Cabrera, Treasurer of Board, Assistant Vice President, Andover Bank

Joseph Sweeney, Vice President of Board, AT&T Network Systems

Ramona Andrickson, Parent, Lawrence Youth Commission Parent Mobilization Project

Elizabeth A. Beland, Administrator, Stevens Family Foundations

Ivelisse Cornielle, Parent, Lawrence Youth Commission Parent Mobilization Project

Dr. John R. Dimitry, President, Northern Essex Community College

Angela Harty, Chairperson, Lawrence Youth Commission

John C. Housianitis, Lawrence School Committee

Attorney Virginia Keaten, Keaten Law Firm

Steven P. Kfoury, President, Lawrence City Council

Alice Kubacki, Area Director, Department of Social Services

Rev. Joachim Lally CSP, Director Hispanic Youth Programs, Archdiocese of Boston

Maria del Pilar Quintana, Shawmut Trust Company

Anthony Sapienza, Co-Chair Mass Jobs Council

Chet Sidell, President, KGR, Inc., Founder of Lawrence Into Action

Julia Silverio, President, Julia's Travel Agency

Daniel Warner, Editor, The Eagle Tribune

Leonard Wilson, President, First Essex Bank, Chair Lower Merrimack Valley Regional Employment Board

Barbara Zeimetz, Deputy Director, Department of Training and Development

B.) Development of the Partnership.

In 1988 the City of Lawrence established a Youth Commission as the coordinating board to receive and manage public and private grants for innovative youth programs in Lawrence. A seven member board, appointed by the Mayor, has overseen the development of the Commission programs during the past five years. The Commission currently operates a Career Opportunity Center for youth and a Family Development Center for parents and adults focusing on education, leadership, and advocacy training.

The philosophical base of the Family Development Center has evolved through the Parent Mobilization Project. The PMP was developed as a school reform project with the intent of increasing participation of parents in public education. The project has prepared immigrant and newcomer parents to become more active participants in the education of their children and in education related activities in Lawrence. Workshops, based upon the teachings of Brazilian educator Paulo Freire, call upon the knowledge and experience of adults facilitating group interaction where adults learn from one another. This training has resulted in a network of Latino parents with a strong commitment to education excellence and community empowerment. The parent applicants for this Charter School are long time volunteers with the Parent Mobilization Project.

In 1992 the Lawrence Youth Commission took steps to insure the philosophical and financial security of the Family Development Center and its programs. The Commission established a separate Board, incorporated in Massachusetts, for the purposes of increasing private funding for Family Development and to provide long term independent community support for social change initiatives aimed at "strengthening families and building communities."

The Lawrence Family Development and Education Fund, Inc. was incorporated in Massachusetts in 1992 held its first annual meeting in January 1993, adding ten board members. The January 1994 annual meeting elected four new members. While application for a 501(c)3 is being processed, the Merrimack Valley Community Foundation is fiscal agent for the fund.

Linkages are to the Lawrence School Committee, the Lawrence City Council, The Lower Merrimack Valley Regional Employment Board, AT&T, KGR, Inc., First Essex and Andover Banks, Northern Essex Community College, The Archdiocese of Boston Hispanic Youth Leadership Program, as well as local foundations, press, businesses and parents.

These linkages will not only assist the Charter School to raise additional funds but will provide the Charter School with resources of talent and time, legal and banking expertise, personnel and training skills, forums for public discussion and community input. Each member of the Board brings a deep personal commitment as well as professional expertise to assist in the oversight and governance of this initiative.

- The partnership coalition includes strong experience and preparation in public school teaching and administration. The President of the Board of The Lawrence Family Development and Education Fund, Inc., is a member of the Lawrence School Committee, a former guidance counselor, and is Administrator of Services to Bilingual Education for Greater Lawrence Technical High School. Mr. Carrero holds a Masters in Education Administration from Fitchburg State College and will lead the Schools Board in its first year. (resume in appendix)

- The coordinator of the founding coalition is the Director of the Lawrence Youth Commission. An educator with eighteen years as a public school teacher and eight years in community based administration, she is a Masters in Education Administration Candidate at University Massachusetts/Lowell (June '95). Ms. Karl designed the plan for City C.O.R.E., an

AmeriCorps program, and coordinated the writing and publication of two curriculums: English as a Second Language for Adult Learners (NECCUM 1986) and the History of Lawrence Curriculum (K-8) (Lawrence Public Schools and Heritage State Park, 1985). (resume in appendix)

- The Education Coordinator of City C.O.R.E. holds a bachelors degree from Amherst College, a Masters in Education from University of New Hampshire and is a Master's candidate (1995) concentrating in training and development at the School for International Training, Brattleboro, Vermont. Ms. Conklin-Waters is experienced in curriculum development and teaching both children and adults and as a VISTA Volunteer has designed a Service-Learning Curriculum across many disciplines for a GED. She is consultant to the project for ESL and Service Learning Curriculum and will teach adult learners at the Family Development Center. (resume in appendix)

- The Coordinator for the Lawrence Youth Commission ESM/Exploration in Science and math program holds a bachelors degree in Electrical Engineering from Merrimack College. A graduate of the Lawrence School System (LHS, 1987) she has designed a school-to-work curriculum for minority women high school students interested in pursuing math and science careers. Working with educators, businesses, and the Museum of Science she has developed teaching kits to engage older students in hands on learning in science. These will be adapted for use with younger students. Ms. Cruz is fully bilingual and will offer science and math workshops for staff and parents to support the curriculum. (resume in appendix)

C.) Plans for further recruitment of founders or organizers of this school.

The founding coalition of parents and The Board of Directors of the Lawrence Family Development and Education Fund, Inc. will elect the first Board of Trustees for the school from their membership. This coalition which has helped to vision and plan for the school will lead the school in its first year. This will insure continuity of purpose toward the established mission, goals and objectives. Part of their efforts will be to enlist other parents and community leaders to secure an even broader base of community support for the school. The school will draw from this enlarged group for future leadership.

5.) School Demographics:

A. Describe the area where the school will be located.

The Lawrence Family Development Charter School will be located in North Lawrence, in District B, C or D. Four sites in these districts have been under consideration. Once a Charter is approved by the Commonwealth, the Building Site Committee will enter into negotiations to purchase or lease the final site prior to April 1995.

Districts B, C and D in North Lawrence contain neighborhoods of families heavily populated with the lowest per capita income in the City of Lawrence. The area contains eight elder housing complexes, most of the industrial base of the city and two of the three major commercial districts. Housing is predominantly two, three, and six family wooden dwellings in close proximity to one another. There is one large Common/Green and four athletic fields. Narrow streets running off four major roads enable access to crowded multiple dwelling housing units. This area of the community has been victim to scores of arson fires during the past two years leaving scarred and boarded buildings in their wake.

These districts are also home to two of the areas most progressive employers, Malden Mills and KGR, Inc.; the Heritage State Park and a Public Library both well utilized by the community; most of the city's churches and two newly opened grassroots youth centers. Additionally, there is a community based apartment complex and a growing number of minority owned businesses. An area visibly impacted by overcrowding, blight and poverty, it is also home to fledgling businesses and the promise and hope of second generation immigrants.

B. This location was selected/possible other locations suitable to the needs and focus of the school.

This location - the broad geographic area of Districts B, C and D was selected because it is the center of North Lawrence, the side of the City with the lowest academic achievement scores, and the highest poverty and unemployment rate. If the community has an opportunity to choose alternative public education, then that choice must serve those whose concerns must be met most urgently. The presence of this Charter School focusing on academic achievement through family development will be a positive addition to this section of the City. While this area has a high percentage of the City's population, it is compact in dimension, making any of a number of school sites a true neighborhood school. Selecting a site amenable to walking is a critical element in providing access to the many parents without motor transportation and in encouraging involvement and active participation of all parents. These sections are also within easy walking distance to the aforementioned Heritage State Park, Public Library, and youth centers which will work collaboratively with the school. The attached demographic profile of the six districts in the City, prepared by the City of Lawrence Office of Planning and Community Development demonstrates strong evidence of the need for placing a school focusing on family development in Districts B, C or D.

C. Unique demographic characteristics of the student population to be served.

<u>The student population of the Lawrence Family Development Charter School</u> will be representative of the population currently attending public schools in Lawrence, and most particularly, in North Lawrence.

We expect that the student population will be at least eighty-five percent of Latino heritage; fifty percent will have been born in the United States with the majority of the remaining students having been born in the Dominican Republic or Puerto Rico. It is further anticipated that more than 75% of all students will live in a home where English is not the first language, and where the per capita income is less than $7,000 per year. The school will serve children in grades K-3 during the first year and will always service children under age 18. Forty-two percent of all children in Lawrence under age 18 live in poverty. District B (46%), District C (56%) and District D (47%) are the target districts in which to locate the Charter School and from which students will be recruited.

Although the significant majority population in the community, there are other racial/ethnic groups who would be well served by this school and who are interested in applying. Families of Southeast Asian origin (Vietnamese and Cambodian) while small in number, and living in a small geographic area of South Lawrence, would also be recruited to attend the charter school. Southeast Asian families coming as refugees in the last two decades, are raising a second generation in this community. Many of the mothers face similar barriers as Hispanics - poverty, isolation, lack of English and education skills, and limited opportunity to meet with and learn with other cultures. The Family Development Charter School would encourage recruitment from a variety of ethnic groups to develop models of integrated cultures and appreciation of and respect for diversity.

One third of the students will have participated in Headstart or other pre-school readiness programs but at least one third will most likely come from homes where there is limited literacy and reading.

A demographic and socio-economic profile for each of the six voting districts in the City of Lawrence is included in the appendix. This provides a clear picture of each district and the City as a whole. These profiles represent *estimates* of population counts; migration patterns; income and poverty statistics. The following tables are included:

Table I	Total Population by Age: 1990 & Registered Voters as of December 1990
Table II	Total Population by Race and Hispanic Origin: 1990
Table III.A	Migration Patterns: 1985 to 1990
Table IV	Income and Poverty: 1989

These demographics portray a unique immigrant community struggling amid severe poverty, social isolation, and unemployment. The school will serve the children of families living in these districts. Lawrence ranks at or near the top of each at-risk characteristic for infants, children, and youth in Massachusetts over the past five years:

a) highest rate of infant mortality
b) highest rate of teen pregnancy
c) 2nd highest drop out rate
d) largest percentage of population living in poverty
e) unemployment rate of 11.2%; this is more than 6% higher than the state average.

This profile indicates a community in which only a completely new model of education and services can address the multiple issues which deplete and weaken families.

The school will invest in developing and strengthening the family as its foundation for building academic success of its pupils.

D. School's projections 5 year enrollment goal.

The Lawrence Family Development Charter School plans to gradually increase its enrollment serving

120 - 176 students in September 1995 (K-3)
150 - 220 students in September 1996 and (K-4)
180 - 264 students in September 1997. (K-5)

During the 1997-98 year the Charter School Board will evaluate its programs and the grade level served to assess whether it should continue to expand and be a K-8 school or if it should expand its classroom capacity at its lower grade offering (see Part E-Plan C below).

E. Grade levels served: Students expected to be in each grade or grouping.

The Lawrence Family Development Charter School will recruit students for grades K-3 in its first year, September 1995. Developing a priority focus for parent involvement requires a foundation for parent development and advocacy training as the underpinning of this school. By recruiting from the youngest level and increasing school capacity as the first cohort of third graders progress will assure this involvement will continue.

The school anticipates enrollment of two classrooms of each grade level for each of the first three years. Each classroom would ideally house fifteen to twenty students with a maximum of twenty-two students being considered.

The enrollment plan for 1995, 1996, and 1997 is as follows:

Year	Grades	Groupings	Classes	x students	= enrollment		
Sept 1995	K-3	(4 grades x 2 classes)	8	x	15	=	120
			8	x	22	=	176
Sept 1996	K-4	(5 grades x 2 classes)	10	x	15	=	150
			10	x	22	=	220
Sept 1997	K-5	(6 grades x 2 classes)	12	x	15	=	180
			12	x	22	=	264

During the 1997 - 98 academic year, with two years remaining in the original charter, the Board will conduct an assessment of its mission, programs, and impact on student achievement. One planned outcome will be to determine any future enrollment particularly whether the school should a) remain as it is in 1997 b) continue to progress each year taking the original grade 3 cohort through eighth grade graduation to high school or c) increase the number of classroom groupings of each of the 1997 grades and increase enrollment in that manner. Each of the 3 plans assume successful implementation of the school reform model described in this Charter application and re-granting of the Charter in 1999.

Each of the plans would be configured as follows through 2000:

PLAN A

Sept 1997	K-5	(6 grades x 2 classes)	12	x	22	=	264

through Sept 2000

Students would transfer to public, parochial, or other charter school.

PLAN B

Sept 1998	K-6	(7 grades x 2 classes)	14	x	22	=	308
Sept 1999	K-7	(8 grades x 2 classes)	16	x	22	=	352
Sept 2000	K-8	(9 grades x 2 classes)	18	x	22	=	396

Students completing grade 8 would transition to high school.

PLAN C

Sept 1998 through Sept 2000	K-5	(6 grades x 3 classes)	18	x	22	=	396

It is currently the intent of this Charter School to enroll a maximum of 400 students by the year 2000 and maintain that size into the future. Research on school size as a contributing factor toward retention, achievement, parent involvement, and opportunities to develop leadership skills suggests that this enrollment will be more effective in achieving the goals and objectives of the school than increased enrollment. In the future, consideration may be given to extending the Charter to a second or third site in the City, if allowed by Charter legislation.

6.) Recruiting and Marketing Plan:

A. Marketing the school to attract a sufficient pool of applicants.

The Lawrence Youth Commission Parent Mobilization Project has reached over 900 Lawrence parents through linkages with adult education programs, Headstart, and a neighborhood strategy of home workshops. Using these linkages and through direct mailing, informational brochures will be sent in English and Spanish. Graduates of the Family Development Center Leadership Development Program serve as Board members and volunteers at more than twenty community organizations. This network will be utilized as well as Latino civic clubs and churches to reach the largest percentage of the community.

The Lawrence Youth Commission Family Development Center sponsors "Nuestra Comunidad/Our Community", a locally-produced Spanish language television program in Lawrence. Hosted by a staff member it brings topics of community concern and shares information regarding community resources and services which improve family and community life. It is a vital information link to the Hispanic community and provides a forum for open discussions of ideas. "Nuestra Comunidad" will offer regular information programs to inform the community of the new Charter School opportunity.

Additionally, the Charter School will utilize the conventional media outlets, newspapers such as the Eagle Tribune, El Mundo, and El Universal, and local radio, both WCCM (English) and WNNW (Spanish).

B. Specific outreach to potential students and their families.

The Lawrence Youth Commission Family Development Center has been conducting both open and neighborhood meetings during 1994 to acquaint the community, specifically parents with the goals of the school and to gather parent input for this application.

a.) The Lawrence Family Development and Education Fund, Inc. and parent applicants will form a committee to publicize and market the school to recruit students.

b.) Local, minority owned public relations companies will be given the opportunity to design bilingual posters, brochures, and other marketing material to distribute.

c.) Posters and brochures will be displayed in the city's churches and social clubs as well as in neighborhood groceries/bodegas and other gathering places.

d.) Parent volunteers of the Parent Mobilization Project will invite neighbors, relatives and co-workers to neighborhood meetings in homes to talk about the school, its mission and specific objectives and answer parent questions. This strategy has been the most successful grassroots outreach of the Parent Mobilization Project. The home meetings are easily identified with the PMP, allow for non-intimidating open discussion, and are valued by the community for their integrity.

e.) "Nuestra Comunidad" will devote one program each month to the Charter School bringing information about the curriculum, operation, and parent education center. This will assist parents in evaluating the school. Copies of these half hour programs will be reproduced on video to be used in home VCR's for meetings.

f.) Once a site is available a community open house will be held for information, recruiting and registration.

g.) Recruiting and registration will also take place at public festivals, notably Semana Hispana during June, 1995.

h.) The Board has received permission from the Lawrence Public Schools to disseminate information through the Parent Information Center.

i.) The Family Development Charter School will work with two agencies which serve the Southeast Asian community - St. Elizabeth Ann Seton Asian Center and the International Institute - to recruit students of Vietnemese and Cambodian heritage.

C. Recruiting students without parents to advocate on their behalf.

The Lawrence Family Development Charter School recognizes a responsibility to include in its composition all students who would benefit from this type of school including those who do not have parental advocates. Although the admissions process clearly indicates a recruiting and interview process which seeks parents willing to commit to participatory involvement, the school will seek to include those youth without such support.

To reach K+ primary grade children, who unlike older students cannot be recruited directly, the school will work through community organizations and public agencies responsible for counseling or providing services to at-risk children. The Lawrence Youth Commission has a long history of involvement with youth serving providers in the city having trained Latino adults to serve on the Boards of more than fifteen such organizations. We believe our linkages to these professional groups will enable us to reach those other adults: relatives, grandparents, neighbors, or court appointed advocates who could encourage the parent or legal guardian to enroll the child if it would be in their best interest.

The Area Director of the Department of Social Services is on the Board of the Lawrence Youth Commission and The Lawrence Family Development and Education Fund, Inc. Through her office we will develop a plan to reach foster families and other at-risk children who would benefit from this school.

7). Admissions Policy:

A. Describe the admission methods and standards you will use to select students.

The Lawrence Family Development Charter School will admit students of any race, color, national origin to all rights, privileges, programs, and activities which will be available to students at the school. We will not discriminate on the basis of race, color, creed, national origin, sex, ethnicity, sexual orientation, mental or physical disability, ancestry, athletic performance, special needs, or language proficiency in selection of students to the school.

Admission to the Lawrence Family Development Charter School will be open to all children who are eligible by age and academic standards to enter the public school system in Lawrence, Massachusetts. Although the school will accept students from any community in Massachusetts, preference for all available seats will be given to children living in Lawrence. Because the school's area of focus is parent involvement the admission standards will include both student interviews and parent interviews. This will determine areas of interest, attitudes about learning methods and subject matter, and ways in which parents could contribute to the operation of the school.

Each applicant to the Lawrence Family Development Charter School will be interviewed with his or her parents. In the interview, the mission of the school will be explained to the family to determine whether the family's philosophy of education matches that of the charter school. There are no admissions tests. It is crucial, however, that the parents welcome their responsibility to share in the education of their children in many phases, including remediation when deemed appropriate. Parents will be required to volunteer in some capacity within a time frame that is sensitive to the needs of parents. The school wants to serve students and families who are motivated and have the potential to be effective citizens - of the school community and the community as a whole. Parent and board volunteers will conduct the admission interviews.

Recognizing that the law does not permit charter schools to randomly favor specific populations of students, but fully recognizing the responsibility to address the language and cultural needs of a community where more than 78% of the students are Hispanic, the marketing and recruiting will focus on this population. The school will offer a strong language program in both Spanish and English - but will be open to admit students from other language backgrounds (notably Lebanese, French, Khmer, Vietnamese and Italian) who wish to acquire both Spanish and English in addition to their home language.

The school will specifically recruit students from the Vietnamese and Cambodian community as they are recent immigrants and face similar cultural and social barriers as Hispanics. Although much of the research indicates the potential for discord within these groups, we believe the mission and culture of the school will support this diversity.

Students being admitted to Kindergarten and Grade 1 will generally be admitted without reference to testing or prior academic grades. Students seeking admission to grades two and three (1995) will be tested for language and reading abilities to assure proper grade placement. Every effort will be made to confer with parents to determine the best interest of the child if testing suggests a different grade placement.

In the event the available places at the school is over-subscribed a variety of criteria may be put in place to fairly select the student body. These could include preference for early enrollees, families with more than one student, children of volunteers who helped found the school and the building for opening. A lottery procedure will be utilized if

necessary. A waiting list would be established and vacancies would be filled from the waiting list. See Section B.

B . Timetable for admitting students; including lottery plan.

August - November 1994

Meetings with parents to advise of charter school application, and solicit support and interest. We will keep records of all who attend meetings and call for information.

December 1994 - January 1995

Draft Brochures and Application Forms will be prepared, and translated English/Spanish so they will be available upon notification of charter approval. All parent names and addresses, as well as the full mailing list of the PMP will be computerized for mailing labels and merged mail.

January - February 1995

Founding Coalition will begin to implement action items on Recruiting and Marketing Plan (6)

March 15 - April 15, 1995

Upon notification of Charter approval the marketing and recruiting plan will be fully implemented. Brochures and informational letters will be mailed and admissions applications will be received. As applications are received they will be stamped and a corresponding letter sent to the student and parents. They will be invited to an "open house" session regarding the school including a condensed workshop on parent involvement expectations by members of the Parents Mobilization Project. Parents who continue to be interested will return with their child for an interview discussing all aspects of the school program. The admissions timetable for schools in this application cycle will be only one month. The information, interview, review and acceptance must be timely, efficient, and equitable. Class lists will be filled according to these criteria:

a) age appropriate for grade and/or successful completion of prior grade
b) resident of Lawrence
c) interest by parent to mission of school and willingness to participate
d) completion of application and interview within required deadline
e) successful interview with prospective student to assess interests and aptitudes as well as motivation to learn.

Lottery Process

In the event that there are more applicants than there are spaces in a class then the names of all eligible applicants will be submitted to a lottery which will be scheduled for April 18, 1995. Parents will be notified in writing of lottery results. Parents whose children have been accepted will then be required to submit a "letter of intent" to enroll in the school by April 25, 1995.

Children who are not accepted into a class due to their status in the lottery will have the opportunity to be placed on the waiting list for future openings, according to the order they were drawn in the lottery. In the event that additional spaces exist in any classroom after applications close on May 1, 1995 the above admission process will be repeated to fill these remaining spaces. Cycle two will follow the same sequence as the first. In the event that no spaces exist in a classroom as of May 1, 1995, late applications will be put on a Wait list.

April 15 - May 1, 1995

Notification of all admissions will be mailed to parents for their signature approval. Results of this complete list will be forwarded to the Executive Office of Education as "pre-enrollment report for September 1995.

May 1 - August 1, 1995

The school will continue to accept applications for admissions and will extend the interview period to allow for a sufficient waiting list for each grade level. Those who are eligible will be notified they are on a waiting list and will be invited to fill vacancies which may occur prior to or during the school year.

C. Explain how these policies further the mission of the school in a non-discriminatory fashion.

The mission of the school is to involve parents in the education of their children through a variety of roles and responsibilities. The admission policies will include meeting with parents to answer their questions regarding the school but also to assess their interest in and willingness to take on a participatory role in the school. Part of the interview with parents will include a contract defining our expectations of parental involvement: including participation in twenty hours of training in the Parent Mobilization Project and designated hours in one of the three levels of parent responsibility. These policies are non-discriminatory because they apply to all parents whose children enter the school, and they further the mission of the school.

Placing emphasis on recruiting students from Latino families is not discriminatory as students from all racial groups will be eligible and encouraged to enroll. However, the policy does address the need to plan special outreach to a population with less access to information, service, and resources. In the City of Lawrence 85% of children in the public schools are Latino and it is students from this racial/language group with the greatest need for a new education model. If a criticism of the Charter School legislation is that it may draw middle class students and those with access to other resources who wish to leave the public schools, then it is incumbent upon us to counteract that possibility in Lawrence through special effort to admit those with the least resources.

8.) Timetable:
Projected steps and dates leading to opening of Charter School.

The following timetable includes a span of both completed and projected dates that are part of a continuum in planning for the opening of the Family Development Center Charter School.

Community Support - Ongoing. The Lawrence Family Development and Education Fund, Inc. and the Lawrence Youth Commission have developed strong business and parent support for youth programs and family development. This is evidenced in section 9 and will be expanded through:

- •Nuestra Comunidad - monthly informational television
- •Family Development Newsletter (quarterly)
- •Speaking Engagements - Spring 1995 and ongoing at service and civic clubs.

Recruiting and Marketing - (as detailed in part 6).

Admissions Process - (as detailed in part 7).

Curriculum Development

May - October 1994
- •Review of curriculum materials used in local public schools, area parochial schools, and curriculum from the Massachusetts Department of Education.
- •Development of draft curriculum for inclusion in this application.
- •Invite partnerships with organizations who will prepare some of the educational material and curriculum design for the school.
- •Dissemination to educator/consultants for review and input.

November 1994
- •Meetings with other educators to discuss curriculum design.
- •Meetings with parents in Lawrence to discuss curriculum offerings and include their recommendations.
- •Final draft of curriculum as included in application.

January - February 1995
- •Follow review/recommendation by Executive Office of Education regarding curriculum changes; submit revised curriculum.

March 1995
- •Publish curriculum plan as part of sending information to prospective families for their review in evaluating what the school will offer.
- •Include curriculum plan as part of information to interested teachers and to recruit teachers who will be interested in this charter model.

April 1995 - September 1995
- Following hiring of staff in August, a one week working session on curriculum implementation will take place. Teachers working at grade level and across grade levels will develop the education program for their classrooms.

School Site Selection

Summer 1994
- Select School Site Subcommittee to assist in the project. Review with Community Development buildings which may be available for school use.

Fall 1994
- Visit possible sites for feasibility and design schema for possible utilization of mill space.

December 1994
- Complete list of possible options for school sites, include positives and negatives for each choice.

December 1994 - January 1995
- Presentation of options to Family Development Board; enter into preliminary negotiations with one or more positive sites.
- Meet with city inspectors regarding all codes.

March - April 1995
- Upon notification for lease or acquisition of space, prepare for opening - cleaning, painting as required. Order furniture and school fixtures as required.

August 1995
- Set up classrooms.

Human Resources

January - February 1994
- Establish committee of board and parents to set qualifications for administration, teaching and support staff and to draw up job descriptions and marketing to prospective teachers.
- Advertise and recruit professional staff:
  - Send recruiting letters to colleges of education and area liberal arts colleges.
    - University of Massachusetts/Lowell
    - Boston University
    - University of New Hampshire
    - Lesley College
    - University of Puerto Rico
    - Merrimack College
    - Bradford College
  - Develop a pool of interested applicants for review if Charter is approved.

March - April 1995
- Send application package to interested administrator and teaching candidates.

March - May 1995
- Orientation for possible teaching candidates.

April - May 1995

•Review applications for administrator of the school, conduct interviews by parent and Board, hire principal and site visits.

June 1 - August 1, 1995

•Expanded search committee, including the principal, will review applications for teaching positions, conduct interviews and site visits where possible, and hire eight teachers for August 1 start date.

August 1995

•Principal and teachers will work thirty hours a week during August to prepare for opening of school. Principal, staff and board will meet, develop timelines and responsibilities for team building activities, staff development, parent involvement and the actual opening of school.

<u>Operation Procedures:</u>

June 1 - September 1994.

•The School Administrator, with community and logistical support from the Board, will implement the following:

-oversee improvements to building.
-oversee hiring of support/staff.
-meet with Lawrence Public School Administration and Community Day Care Charter School Administration to coordinate school calendar, transportation, school lunch program and opportunities for joint staff development.
-order furniture and fixtures.
-order computers and education materials.

9.) Evidence of Support:

A. Scope of community backing for the proposed charter school.

The support for this application for a Charter School focusing on parent involvement as a key to children's academic achievement has widespread support in our community. In our February 1994 Part I application seeking early eligibility we had the signature support of over 140 Lawrence parents and support letters from 22 community leaders who value the quality of our work and the specific intent of this Charter.

The Lawrence Family Development and Education Fund, Inc. is the non-profit board of the Lawrence Youth Commission. The work of the Lawrence Youth Commission enjoys tremendous support for the quality and integrity of its work with youth issues and in parent education. The successful implementation and community support for City C.O.R.E., the Career Opportunity Center ESM/Exploration in Science and Math and "Summer Success" have built a strong reputation for design and implementation of quality youth programs. There is strong support by a diverse representation within this city that our organization has the capacity background experience, linkages, and credibility to carry out the mission and responsibilities of a Charter School.

B. Included in this application, as part of the Appendix, Section D & E, are letters of support from the following individuals and signatures of more than 260 adult residents of Lawrence who believe in this project. This support is more than the acknowledgment of a sound idea. It represents the deep commitment of parents, business and civic leaders, and the validation of the need for this charter school.

Letters of Support

•Andover-Dartmouth Teachers Institute
•Angela Harty
•Angela M. (Santana) Sarkis
•Calugi Fashion's
•Capricornio Restaurant
•Catalina Pineiro
•DeJesus & Associates
•Department of Training and Development
•Donna Fournier Cuomo, State Representative
•Efrain Rolon
•Elizabeth A. Beland, Steven's Foundation
•Eric J. Kfoury, Attorney at Law
•Essex Art Center
•Fargo Express
•First Essex Bank
•Greater Lawrence Community Action Council, Inc.
•Greater Lawrence Family Health Center, Inc.
•Greater Lawrence Habitat For Humanity, Inc.
•Greater Lawrence YMCA
•Greater Lawrence YWCA
•Hoops for Hope, James R. Arnold, C.E.O.
•"I Have a Dream Foundation"
•John O'Brien, State Senator
•John Dimitry, President, Northern Essex Community College
•Joyce Taylor Gibson, Ph.D.

- Julia's Travel Agency
- Kathy Hersch, Merrimack Valley Watershed Council
- Keaten Law Firm
- KGR Inc.
- Lawrence Office of Planning and Community Development
- Lawrence Heritage State Park
- Lawrence Public Library
- Lawrence Public Schools
- Lower Merrimack Valley Regional Employment Board
- Luz Santana
- M. Paul Iannuccillo, State Representative
- Mary Claire Kennedy, Mayor of Lawrence
- Merrimack Valley Community Foundation Inc.
- Paulist Hispanic Evangelization & Leadership Program (H.E.L.P.)
- Ramona Alcantara
- Peter McLaughlin, Lawrence School Committee
- St. Elizabeth Ann Seton Asian Center
- Susan Lloyd, Phillips Andover/Urban Studies Program
- Alan Scheier
- The Eagle Tribune
- The Lawrence Minority Business Council

10.) Educational Program: Putting the Mission into Practice

A. Educational program including detailed overview of curriculum objectives and main subject area content.

The educational program of the Lawrence Family Development Charter School has been developed to meet the academic objectives for student learning with a primary emphasis on literacy as the foundation skill for lifetime learning. The school will provide an education program to address competencies in communication through reading, writing, speaking, the arts, drama, and technology; it will address higher order thinking, and problem solving through experiential learning in math and science; and it will prepare students with a solid grounding as caring, participatory citizens with values and ethical standards through multi-cultural valuing of social studies and the humanities and the integration of community service into the learning core of the school, it will teach science through an experiential curriculum based on observation, inquiry, and building a foundation for scientific understanding.

The process of learning must be a partnership between the schools, the home, and the community, each with high expectations for their own role in achieving excellence and in their expectations for excellence and the capacity for learning in each child. This belief will be translated in the design, implementation, and support for our curriculum and teaching methods.

Because the student population at the Lawrence Family Development Charter School will have a significant number of Hispanic students, the regular classrooms will offer instructions in both English and Spanish. The school will offer an integrated immersion program where mono-lingual , limited English proficient, and fully bilingual students will interact in the same classroom. The teachers will use English and Spanish in the introduction of and discussion of all subject matter. The students will acquire language skills in both languages and will grow in proficiency of English as they strengthen their native language. This model will consist of three components: sheltered English instruction, primary language instruction and mainstream English instruction.

Students from other language minority groups will be recruited to participate in the school. The strong emphasis on English will benefit their development. A teacher aide who if fluent in Vietnamese and/or Khmer will be hired to support the development of English skills.

Literacy training for parents will support both native language literacy to build a foundation for the printed word, and English as a Second Language to foster support for their children's emerging skills and to participate in the broader community. Literacy training for parents will be open to all language backgrounds.

The academic program of our school will teach in all of the core subject areas and integrate technology, values, and citizenship throughout. Subject areas however will be introduced through a thematic approach which creates an interdisciplinary setting to the classroom.

The arts - visual and performing - will be integrated into the classroom through interdisciplinary themes which will provide opportunities for creative expression, a foundation of knowledge, and to experience and value the diversity of cultures.

Teachers will create themes which will pull together the skills and content areas to be addressed and provide a broad range of alternative teaching and learning opportunities

to enable success for each child. Teachers will build a curriculum in which all components relate to each other and provide a meaningful link to the world outside the classroom.

B . Pedagogy.

Teachers at the Lawrence Family Development Charter School will put into practice teaching methods that are interactive, flexible, and inclusive of multiple styles of teaching. Teachers will be prepared by education, experience, and expectations to challenge themselves and the children in their classrooms; they will demonstrate a knowledge of child development, cultural diversity, and a variety of teaching techniques to accommodate the different learning styles of children.

Teachers will develop lessons which integrate skill development and content knowledge across academic disciplines; they will provide opportunities for inquiry, reflection, and creating solutions; they will engage students as active, participatory learners with time for practice and mastery.

Suggested strategies for teaching will include:

- use of thematic units to create interdisciplinary lessons in which all learning is linked and which provides opportunities to use specific vocabulary and context clues in a variety of academic disciplines.

- use of intensive, focused development of oral language and listening comprehension skills using a relevant, communicative, performance-based approach.

- use of whole language strategies to practice, reinforce, and expand the vocabulary, structures, and function of communication

- use of "sheltering strategies" in the delivery of instruction to insure comprehension and to facilitate the language acquisition process.

- use of manipulative and concrete experiences in problem solving to transition from real life experiences to abstract ideas.

- use of hands on experimentation which deepens understanding of abstract ideas.

Teachers will facilitate the acquisition of learning. They will create a learning environment where every child has a sense of accomplishment through new understanding, new solutions to problems, thinking critically and formulating new ideas.

C . School calendar and hours of operation.

The Lawrence Family Development Charter School will operate on a school calendar which correlates with the Lawrence Public Schools. This is to assist families whose other children may be enrolled in other schools at the higher grade levels. Additionally it will enable students at the charter school to access district transportation to school and allow teachers to participate in joint professional development opportunities.

The hours of operation for the charter school will be from 7:00 am until 6:00pm to accommodate the child supervision needs of families and to provide homework assistance and enrichment for students. The education program will run from 8:00 am until 3:00 pm.

This will provide students with six and one half hours of classroom instruction/learning time and thirty minutes for lunch and recess.

The school will offer a full day kindergarten program. This is based on requests from parents to provide substantive introductory year for learning and pre-literacy skills; to enable parents access to education and job training.

Teachers will work an eight hour day with the opportunity to choose either the 7:00 am to 3:00 pm schedule (providing supervision and programming for an hour before school) or an 8:00 am to 4:00 pm schedule (providing supervision and programming after school)

The "Early Bird Program" (7:00 - 8:00 am) will provide breakfast, exercises, and a motivation activity to structure the day and set goals, The "After School Program" will help students get started on homework assignments and provide additional time in the computer center.

From 4:00 - 6:00 pm the school will provide after school day care to meet the needs of working parents. Parents who choose to utilize these later hours will pay a modest amount on a sliding scale. The school will hire parents of other students at the school to supervise recreation, enrichment and quiet study time during these hours.

The school anticipates establishing a summer enrichment program in three week units utilizing themes of interest to the children. Teachers and parents will be invited to develop a variety of summer and school vacation programs which would include recreation, enrichment, new discoveries, and family field trips. Summer and vacation programs will provide special activities for students at the school while connecting them to continuous learning and reducing the loss of language, reading, and learning skills over extended inactive time periods.

11.) Student Performance:

A. Assessing student performance.

The Lawrence Family Development Charter School believes that all children can learn. The responsibility of the classroom teacher is to design a variety of teaching styles and interventions to assure that children can learn and can demonstrate their learning to others. This recognizes that children have different learning styles and that a "style" is not in itself an ability but a preference. Hence, various styles are not good or bad, only different.[8]

Assessing student performance then requires the willingness to use various means of observation and reporting to validate learning. Students usually learn in a variety of styles and can vary tasks to suit different situations. Because paper and pencil assessments will not capture all of a child's intelligence the assessment must be broadened and assure of measuring other than strictly linguistic competence. The teacher must accommodate an array of thinking and learning styles, varying both teaching and assessment methods to reach every student. These will include both traditional and non-traditional methods which combined will enable the student, parent, and teacher to see the growth and progress of that student. The combination of traditional measures of achievement and other types of assessment which measure many types of intelligence and development will offer a comprehensive picture of student progress.

Assessing student performance is an integral part of instruction and understanding how students learn. The professional staff will look at the five dimensions of learning and assumptions about the nature of learning and the art and science of teaching. This method will consider the following five dimensions of student learning and what they imply about effective instruction.[9]

Dimension 1 - Positive Attitudes and Perceptions about Learning

Without positive attitudes and perceptions, students have little chance of learning proficiently, if at all. Students must have attitudes and perceptions: feeling comfortable, safe, and respected are crucial to a positive attitude toward learning. Effective instruction establishes an environment which fosters this.

Dimension 2 - Acquiring and Integrating Knowledge

Helping students acquire new knowledge, integrating it with what they know and retaining it. Teachers can improve this by creating an analogy to what they already know and help them store information in memory by guiding them through creation of images representing aspect of new information.

Dimension 3 - Extending and Refining Knowledge

Learners will extend and refine their knowledge, adding new distinctions and making further connections. They will be taught to analyze what they have learned in more depth and with more rigor. Through this process they will engage in activities of comparisons and classifications, induction and deductions, analyzing errors and perspectives and abstracting. The kinds of extending and refining activities chosen will fit naturally with the curriculum content, so as to fully integrate the teaching of cognitive skills and the teaching of content.

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[8] Educational Leadership. "Allowing for Thinking Styles", November 1994, page 37.

[9] Assessing Student Outcomes, 1993, pg. 26

Lawrence Family Development Charter School
Curriculum Outline
Kindergarten through Grade 3

Language Arts:
Listening, Speaking, Writing
Reading Structure, Comprehension,
Appreciation of Literature

Mathematics:
Whole numbers, Computation, Problem Solving
Measurement, Geometry, Fractional Numbers

Social Studies:
Self Assessment, Community Awareness & History,
World Culture & Geography, History

Science:
Physical Science, Life Science, Earth & Space Sciences,
Technology

The Arts

Language Arts: Philosophy

The development of literacy and language skills of reading, writing, and speaking as the foundation for communication and the ability to acquire further knowledge through inquiry, research, and comprehension.

The acquisition of languages will be done in the context of whole language introduction. Since the use of language is how we communicate as a people - to express needs and wants, to inform others, to question, to record our history - then the teaching of language must not separate the fundamentals of language - grammar, spelling, vocabulary, pronunciation - from the function. The teaching of the developmental skills of language will be taught through its usage.

Language Arts Curriculum and the development of literacy will foster a love of learning to read and then the competency of reading to learn. The Language Arts Curriculum will develop competence and confidence in students reading ability. They will use a variety of materials including signs, posters, newspaper advertising, "cereal boxes", computer directions, and game boards as well as traditional books, magazines, and newspapers. Students will develop a desire for interpreting and comprehending the written word in all of its applications as they "become makers of meaning".

Our approach will immerse children in a language - rich environment - utilizing both English and Spanish - filled with diverse and enriching sources from colorful print letters of the alphabet, to literature from our own world cultures.

Children will use language in every part of their day - as listening, speaking and writing are the primary means to communicate. In poetry, expressive drama and role plays, opportunities to speak before each other and visitors, in videos and the media, they will develop a confidence in their expression. Through opportunities to write in journals, letters, reports, and self-authored books, they will see their ideas become print, believe in themselves bright, energized students, and makers of ideas through language

Teachers will use literature - both the written and spoken form - as the theme and content of language skill instruction. Stories from cultures represented in the classroom as well as stories from other cultures will become the vocabulary, plot development, language patterns, and basis for interpretation and critical thinking. These stories will also be part of the valuing of diversity inherent in the environment and culture of the school.

Overview of Curriculum and Skill Development in Language Arts/Listening

Kindergarten	Grade I	Grade II	Grade III
Listens and understands meaning when spoken to	Listens to and distinguishes phonetic sounds	Listens to and follows multiple directions	Listens and recalls important details with the main idea
Responds to survival terms in emergency	Listens to and follows directions	Listen and retell what is heard by more than one speaker	Listens and appreciates different oral presentations (literature, poetry)
Listens for information	Listens to and understands sequence of events	Understands description of events	Recognizes intonation patterns and their effect on meaning
Retells what is heard	Recalls important details	Recognizes language patterns, rhythm and rhyme in prose and poetry	Summarizes information and draws conclusion
Listens to and follows beat patterns		Identifies main idea	Recognizes words used to persuade
		Listens and understands speakers point of view	Evaluates conclusions and arguments

Overview of Curriculum and Skill Development in Language Arts/Speaking

Kindergarten	Grade I	Grade II	Grade III
Explains needs verbally	Reads orally	Uses new vocabulary in speaking	Interviews another to gain new information
Expresses ideas and feelings clearly to peers and adults	Understands simple new vocabulary used in context	Uses correct grammar in oral expression	Speaks distinctly on stage, radio, and television
Uses basic vocabulary	Demonstrates clear speech using rate, time, volume	Organizes ideas for oral reports	Leads a discussion with peers and adults
Pronounces words correctly	Pronounces words correctly	Uses appropriate language in questions and answers	
Relates sequential events	Speaks for specific reason, i.e. to answer, to question		
Speaks in group discussion			
Speaks in response to questioning-directions			

Overview of Curriculum and Skill Development in Reading/Phonetic and Structural Analysis

Kindergarten	Grade I	Grade II	Grade III
Recognizes and identifies pictures, shapes, colors and numbers 1 - 10	Matches pictures, shapes, letters, colors and numbers 1 - 10	Recognizes phonetic irregularities	Recognizes root words
Recognizes emergency and directional signs	Recognizes and identifies capital and small letters	Recognizes contractions	Recognizes derived words
Repeats visual patterns	Matches capital and small letters	Recognizes possessives	Recognizes prefixes and suffixes
Identifies left from right	Can repeat visual patterns	Chooses correct synonym	Identifies same word with multiple definition
Recognizes beginning sounds	Matches words with pictures	Understands homonym	Uses all aspects of a dictionary
Rhymes word families	Recognizes ending sounds	Understands antonyms	
Chooses a book for enjoyment	Able to sequence alphabetical order	Matches antonyms	
	Recognizes and identifies vowel sounds	Chooses correct synonym from context	
	Recognizes whole word	Matches word with simple definition	
	Learns common sight words	Uses reference material i.e. dictionary, encyclopedia, computer, books	
	Identifies color and number words	Uses a dictionary to seek word meaning	
	Reads a book for enjoyment		

Overview of Curriculum and Skill Development in Reading/Comprehension

Kindergarten	Grade I	Grade II	Grade III
Understands the main idea of a paragraph	Understands the main idea of a story	Understands the main idea of a story	Understands implied main idea of a story
Recalls details of a story	Recalls story details	Recalls story details	Recalls story details
Interprets pictures	Retells sequence of events in story	Retells sequence of events	Retells multiple sequence
Follows directions in proper sequence	Uses context clues to recognize words	Uses context clues to understand new vocabulary	Uses context clues for specific word recognition and meaning
	Recognizes titles and relates to main idea	Recognizes title and identifies purpose of title in story	Recognizes title and uses it to identify plot
	Makes predictions based on cause/effect	Evaluates outcome of story	Reads charts and graphs for information
	Skims to find main character, place, names	Distinguishes fact from opinion	Recognize context clues as aids to meaning and definition
		Recognizes humor in written language	Summarizes story giving plot, detail and main theme
		Skims to locate factual information	Reads maps to solve problems
		Reads maps for information	
		Uses vocabulary in context	
		Summarizes story giving detail	

Overview of Curriculum and Skill Development in Reading/Appreciation of Literature

Kindergarten	Grade I	Grade II	Grade III
Relates the story to personal experiences	Recognizes and relates story plot to personal experience and other stories	Compares one story with another regarding life of characters	Evaluates and criticizes story plot
Becomes aware of life experiences in a story	Evaluates characters in a story (kind, unkind, friendly, etc.)	Aware that cultural backgrounds and life experiences are revealed in literature	Makes associations and comparisons
Identifies the theme, setting and characters	Recognizes aspects of our culture and others in story	Can interpret story in art or role play	Paraphrases text
Compares with other stories	Can interpret story in art	Recognizes figures of speech	Can paraphrase/interpret story in another medium, i.e. role play, drama, music, art
	Identifies fiction, non-fiction, folk-tales	Identifies fiction, non-fiction, folk-tales, biography	Recognizes literary devices such as metaphor, simile, figures of speech
		Appreciates same theme in various modes: story, poetry, music	Recognizes primary vs. secondary source for reference

Overview of Curriculum and Skill Development in Writing

Kindergarten	Grade I	Grade II	Grade III
Expresses ideas in written form or illustration	Expresses ideas in written form	Expresses ideas in written form as fact and fiction	Writes a variety of sentences using manual and computer skills
Learns letter formation	Proceeds from invented spelling to conventional spelling	Writes a simple story using beginning, middle, ending	Writes using various poetry styles
Uses inventive spelling	Uses correct capitalization	Writes increasingly complex sentences	Writes as narrative stories using first/third person
Writes for a variety of purposes including: simple sentences, story, asking questions	Writes for a variety of purposes including: short story, essay, poetry, label illustrations	Writes sentences using the computer	Personal and peer editing
Uses word processor to write	Writes simple sentences	Uses conventional spelling for known vocabulary	Writes regularly in journal or other experiential format
	Leaves spaces between words	Marks punctuation between sentences	Uses increasingly complex grammar structures
	Writes a simple story with beginning middle, and ending	Writes simple poetry	Writes comparing personal experience to others
		Writes from personal experience	Uses conventional grammar and punctuation
			Uses appropriate transition between sentences/paragraphs

Mathematics Philosophy

"Students learn mathematics by engaging in authentic tasks of inquiry, reasoning, and problem solving that reflects real-world mathematical practice."

Massachusetts Department of Education Framework for Science and Technology

Our mathematics curriculum is based on the principle that all children can learn, that as learners they will construct their own meanings to problem solving, and that learning the concepts and application of math is a life-long process that begins and continues in the home and extends to school and community settings.

Students will see math not as abstract concepts but as applied numeration and the relationship of numbers to combining, separating, and dividing tactile and visual objects.

Through application, the use of manipulatives, and groups problem solving students will come to know and understand major mathematical concepts such as measurement, estimation, quantity, probability and statistics and will explore the relationship of mathematics to other areas of knowledge.

Students will recognize and use patterns, construct mathematical models, reason about quantities and shapes and learn to draw conclusions from data. They will learn to solve, justify and explain solutions to problems.

Instruction in math should emphasize the quality of understanding rather than quantity of information presented. This understanding involves reasoning, making connections among facts and concepts, and applying these newly acquired "connections". Our math curriculum will particularly emphasize building a foundation for success among all learners, especially girls and minorities. The classroom will encourage students' confidence, perception of ability, and persistence in solving complex problems. Problem solving will initially model a team approach as research shows that many females and minorities achievement in mathematics appears to improve when they participate in cooperative activities.

The curriculum will be carried out in classrooms where asking questions, raising ideas, observing, measuring, working with objects and numbers are a natural part of daily instruction. Teachers will provide students with problems that are connected to their lives. Math knowledge develops in large part from concrete experiences a child has, the greater the foundation for transitioning and connecting to concepts and facts as children only gradually develop the ability to represent concrete experiences more abstractly with thought, words and symbols. They will benefit in cognitive development from continuing to connect concrete, real-life experiences with abstract ideas.

Technology will be integrated into the math curriculum through the in class use of computers and calculators. Students will become familiar with using technology as another resource to solve problems.

Overview of Curriculum and Skill Development in Mathematics
Whole Numbers - Computation - Problem Solving

Kindergarten	Grade I	Grade II	Grade III
Recognizes numbers and relate to objects	Demonstrate sense/ numeration, counting	Demonstrates ordinal vs. cardinal numbers - through illustration, manipulatives	Demonstrates sense / numeration and computation
Demonstrates various ways of combining and subtracting objects	Using manipulatives - demonstrate basic concept of addition and subtraction	Uses place value correctly up to three places	Recognizes place value of numbers through 4 places
Sense of ordinal numbers - i.e. order in class, family or street, etc.	Relates numbers to oral and pictorial problem solving	Uses concept of addition and subtraction to solve problems	Can regroup numbers for subtraction
		Can estimate numbers as used in experiential problem solving; measuring, buying, sorting	Understands basic concepts of multiplication and division
		Knowledge of addition facts through 100, subtraction facts from 20	Demonstrates use of multiplication or division in solving basic problems
			Can create experiential problems using computation skills
			Knowledge of multiplication facts through 144 (12x12)

Overview of Curriculum and Skill Development in Mathematics
Measurement - Geometry - Fractions

Kindergarten	Grade I	Grade II	Grade III
Measures with tangible objects: hands, feet, cups, pails, shovels	Measures with tools, i.e.: ruler, yardstick, cup, measuring spoons	Measure solid, liquid, linear and area using standard, metric and inventive standards	Demonstrate use of appropriate tool for measurement and labels
Compares weights less than/greater than using simple objects	Compare time segments	Chart weights, sizes, distances	Measure perimeter and area of geometric shapes using drawn designs and tangible objects
Recognizes basic shapes compares linear with curved shapes	Compare amounts and weights showing basic understanding of sizes, mass and density	Create "key" for classroom maps and other experiential projects	Compare shapes, symmetry and congruence
Recognizes parts of objects as less than whole when cut or separated	Compare using scale and linear tools	Draw geometric shapes accurately, to scale, and using measured distances	Compare measurements of time segments and relate to problem solving
	Identify and name basic geometric shapes, match with common objects	Demonstrate understanding of applied fractions through division of totals in problem solving	Use fractions to solve practical problems
	Recognize lines, curves, angles		Demonstrate beginning understanding of statistics through surveys and data collection
	Demonstrate understanding of basic fractions through division of objects and geometric shapes		

Social Studies - Philosophy

Teaching in the social studies provides the best opportunity to prepare young people to be responsible, knowledgeable and caring citizens in a diverse community and a multicultural world.

The Social Studies curriculum, taught through themes that value the individual and the contributions of all people promotes an appreciation of each child's heritage and links that heritage from this school and community to its roots in the broader world.

The laboratory for learning social study skills will be first the classroom, the home, and the community. These are the three partners in the education of our children and they are the settings where a child learns value, independence, interdependence and responsibility toward others. As part of each group or community the child has a role-as one who develops and acts on responsible work habits, as one who recognizes and attempts to meet the needs of another/or persons, and as one who sees the limits of resources and begins to understand the need for sharing, self discipline, exchange of skills, recycling.

Each child will learn that how they relate in these local human communities sets the pattern for their relationships in society and as a member of the world family. They will learn the value of fairness, communications, and non-violence. Through discussions and a role play they will learn examples of unfairness, injustice, lack of willingness to communicate/negotiate, and resulting violence.

Children will learn how their behavior affects the whole and how the behavior of adults and cultures affects the larger whole. They will see themselves as part of the seamless fabric of history of mankind - coming to this point in time through the heritage of the past - and able to be the creators, planners, "weavers" of the future.

The Charter School will be located in the City of Lawrence, urban community known as the "Immigrant City" with a proud tradition of its textile and labor history. The School will integrate an experiential curriculum developed in cooperation with the Lawrence Heritage State Park into its curriculum building a relevant base for understanding community, citizenship, issues of immigrant and economics.

We will connect our students to the broader world through guest speakers, television, radio and the news, pen pals, magazines and interactive telecommunications via telephones and computers. They will be able to compare their development and ideas with counterparts in America and around the world.

Students will read and listen to hear the viewpoints of others and learn to examine them against their own beliefs and understandings and against the known truth. Students will learn that there are multiple viewpoints on social issues and will learn to question and evaluate different perspectives.

They will learn how events and people are connected to one another, and why the tools of map reading, globes, etc. are real to these stories.

Overview of Curriculum and Skill Development in Social Studies

Kindergarten	Grade I	Grade II	Grade III
Self in Family and Class	**Self in Family, School and Community**	**Self in Family School, Community and World**	**Self as part of the Continuum of History**
Identifies self as a member of many groups: family, neighborhoods class-room, school, other examples	Describe role of self in family, at school, in other group settings	Describe role of self in relationship to family, school and community	Recognize role of our family in the community
Recognizes role self has with other members of group, i.e. as a family or class member	Demonstrates awareness of unique contributions of self to traditional and non-traditional groupings	Learn contribution of world cultures to our life	Trace the known history of parents and grandparents especially their immigrant experience
Recognizes roles others have relevant to self: care-taker, helper, etc.	Recognizes self in relationship to rules governing home and school	Understand differences and similarities in diversity	Compare time line of family histories with time line of city, of other immigrants, and of US/ World history
Demonstrates positive self image and knowledge of personal strengths Builds tangible maps of school neighborhood	Recognizes the major places and geographic destination of our community - create maps on paper, on the school playground, and out of tangible objects	Compare occupations in our community with similar of other occupations in other cultures - what influences these differences	Plan service projects, which relate to learning about other people (especially elders) and the neighborhood and natural environment
Recognizes the helpers in the community as jobs that help all of us	Recognizes at least thirty different career occupations and understand how we relate to them	Draw and read maps of community, country and world - relate cultures to world locations, climates, other influences	Learn research and inquiry through themes developed by world cultures
Learns the streets, rivers and main buildings of our school, neighborhood	Integrate History of Lawrence Curriculum into theme lessons on community	Welcome speakers and visitors from many places especially family members	Integrate History of Lawrence Curriculum into theme lessons on World Culture

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Science - Philosophy

"Science as an academic discipline and tool for problem solving is central to the vitality of the economy and the quality of life. It offers students of all ages opportunities to embark on adventures that stimulate the intellect and imagination."

Math and Science Policy Statement, Massachusetts Board of Education, 1992

"...An adventure that stimulates the intellect and imagination" will engage primary grade students in an environment that opens them to the discovery of science which will build their personal foundation for inquiry and scientific knowledge throughout their formal education years and in life.

Science is an attempt to understand the natural world. We believe that children are natural inventors and explorers therefore naturally scientist. Our science curriculum will engage students in hands on experimentation where they will discover the power of science and technology and develop the ability to reason. They will be given the opportunity to use their natural instincts to enhance their scientific learning.

Our science program supports the standards and visions of the Massachusetts Department of Education PALMS, Project - Principals of Applied Learning of Mathematics and science that:

- all children can learn
- science instruction should be based on the knowledge that learners construct their own meanings
- learners benefit from working in groups and will make sense of scientific principals, through communication, organizational, self-evaluative and small group endeavors
- students will learn science by engaging in authentic tasks of inquiry, reasoning and problem-solving that reflect real-world scientific practice
- hands-on experiences deepen understanding of abstract concepts by encouraging the practice of process skills and communication and allowing for reflective thinking.

We believe that scientific literacy is possible for students of all races and ethnic backgrounds, for female and male students, and for students from different economic levels. The presentation of science learning will carefully scrutinize material and pedagogy to insure that all students have a successful introductory educational experience in science.

Students should be able to state a problem, propose a solution, implement a solution and evaluate the results. In this manner, the teacher will act as a facilitator whereby he/she will encourage the student to develop this type of learning. Tasks will be designed to give every child a sense of accomplishment, to challenge the upper reaches of scientific understanding and to provide a window (for

assessment) on each student's thinking.[1] As learners students will be experimenters, collectors of data, makers of predictions, testers and re-testers, spurred to think critically and reason for themselves.

The curriculum will provide opportunities to investigate and demonstrate methods of scientific inquiry and experimentation. Through teacher-designed themes and with hands-on kits through the Museum of Science, children will first explore life and earth science that is relevant to their experiences. They will be encouraged to ask questions and be rewarded in a class setting where wondering should be as valued as knowing.

[1]Mathematical Sciences Education Board, 1993.

Overview of Curriculum Content and Experiential Learning In Science Development from Kindergarten through Grade 3

1) Physical Science

Examples of Content Standards

- All objects occupy space and have mass. Objects have properties - such as size, shape, and mass - that may be compared and measured. Such properties can be used to describe, group, or classify the objects.
- Objects are made up of different kinds of materials. Materials have observable properties - such as color, texture, magnetic characteristics, solubility and different behaviors when heated or cooled. These properties can be compared and measured and are useful in describing, grouping, and classifying materials.
- Materials can exist in different states, including solid, liquid, and gaseous. Each state has different characteristic properties.
- Some properties of a material may change when it experiences some external change; other properties may not. The change in the material may be either physical, such as changes in state or appearance, or chemical, such as changes in composition.

Young Children Can Acquire Science Knowledge When They:

- Make observations
- Ask questions about the natural world
- Plan and conduct a simple investigation
- Employ simple equipment to gather data
- Recognize similarities, differences, and patterns in data
- Use data to construct a reasonable explanation
- Communicate investigations and explanations

Examples To Understand Characteristics Of Objects And Materials

- Gather and examine snow, ice, water to observe heating and cooling
- Classify building materials such as brick, wood, nails
- Manipulate objects by pushing, pulling, throwing, dropping, and rolling
- Reflect on similarities and differences in how things feel, look, move, or can be controlled
- Collect data by sketching or simple words
- Observe the effects of heat and cold on objects

Overview of Curriculum Content and Experiential Learning in Science

2) Life Sciences

Examples of Content Standards

- Plants and animals are composed of different parts, serving different purposes and contributing to the well-being of the whole organism.
- Many different kinds of plants and animals live on Earth today. Living organisms can be classified into species on the basis of similarity in appearance and behavior. Within each species, individuals vary.
- Plants and animals are alive and go through predictable life cycles. These cycles differ from species to species, but all include growth, development, reproduction and death.
- Most plans and animals need air, food, water, light and suitable environments. Green plants make their own food. Animals consume plants or other animals for food.
- Different plants and animals have external features that help them thrive in different kinds of places.
- Fossils can be compared to one another and to living organisms according to their similarities and differences. Some organisms that lived long ago are similar to existing organisms, but some are quite different.
- There are variations as well as similarities among individuals of the same species.

Young Children Can Acquire Scientific Knowledge When They

- Study the interaction between organisms and their environment.
- Observe the diversity and variability of familiar organisms.
- Reflect on observations to allow children to make meaning of their experience.

Examples of How Children Will Use Scientific Investigation To Learn

- Observe living objects and find shared patterns - ex: legs on insects, animals, stems on flowers, trees.
- Add different organisms to leaves and grass to measure decomposing/compare with non-biodegradable material added to leaves and grass. Chart (words or drawings) the changes over a calendar space.
- Create varying "environments" in the class and observe which resources are necessary for life.

Overview of Curriculum Content and Experiential Learning in Science

3) Earth and Space Sciences
Examples of Content Standards

- Earth's surface is composed of rocks and soils, water, and living organisms.
- Water can be a liquid, a solid, or a vapor.
- Some events in nature have a repeating pattern. Temperature and precipitation show the same monthly rhythms from year to year.
- Air has properties that can be sensed and measured, such as wind speed and direction, temperature, the occurrence of clouds, and the fall of precipitation.
- Rocks are made of minerals. Different types of rock have different physical properties, such as hardness, color, shape, and texture.
- Rocks come in many sizes and shapes, from boulders to grains of sand and even smaller.
- Change is something that happens to earth materials.
- Water flows downhill in streams and rivers, or accumulates in lakes and puddles.
- Fossils provide evidence of Earth's history, and show how plants, animals and environments have changed over time.
- The earth is one of several planets that orbit the sun, and the Moon orbits around the earth.
- The Sun, Mood, planets, meteors, clouds and other objects in the sky can be identified by properties such as size, shape, color, brightness, and movement.
- The Sun can be seen only in the daytime, but the Moon can be seen sometimes at night and sometimes during the day. Because the earth rotates, the Sun, Moon, and stars all appear to move slowly across the sky.
- The Moon is always the same size and shape but it looks a little different every day.

Young Children Can Acquire Knowledge When They:

- Compare, contrast, and describe the materials of which the earth is made and the objects visible in the sky.
- Use their senses and simple tools such as magnifiers, measuring devices, and telescopes.
- Classify everyday materials in their home and school environment into categories based on properties.
- Think about the movements of space objects and find ways to describe what is observed.

Examples of How Children Will Use Scientific Investigation to Learn:

- Children in class collect varied rocks and regroup them according to properties
- Pour water on flat and sloped surfaces. Observe changes to surface. Fill creviced areas with water. Measure water depths, and chart on graph paper.
- Use a flashlight to move light across different objects creating light and shadowed surfaces. Block the light and observe results.
- Form "rings" of children with joined hands to rotate around a stationary object. Compare revolution of outer rings to inner rings.

Overview of Curriculum Content and Experiential Learning in Science

4) Technology

Examples of Content Standards

- Tools and machines extend human capabilities.
- Tools and machines are used to process materials, energy, information as well as to model solutions to design problems.
- Daily activities involve the use of technology.
- All technologies have positive and negative impacts on people and the environment.
- Technology is used to satisfy human needs through communication of its messages, construction of shelter, manufacture of necessities, transportation of people and goods, generation of power, and advancement of the growth of bio-related technologies.
- The resources of technology (people, information, tools and machines, materials, energy, capital, time) are necessary in any technology endeavor.
- Early tools and devices have contributed to human progress.

Young Children Can Acquire Knowledge In Technology When They:

- Try to create solutions to human problems with man-made machine tools.
- Build models and tools.
- Identify or discover a problem and apply scientific knowledge and skills in conceptualizing a solution.
- Construct and test tools and reflect on results.

Examples of How Children Will Use Technology to Learn Science:

- Will build simple machines using lego, blocks and wheels, levers and a variety of intersecting pieces.
- Make artifacts from materials such as wood, plastic, paper, metal and clay using cutting and shaping tools.
- Learn how to build weight supporting structures such as bridges out of straw and paper.
- Students will also learn the technological skills of using calculators, computers and CD ROM to learn science in a variety of interactive ways and to build a foundation for using up-to-date technology.

The Arts - Philosophy

"The Arts humanize the curriculum while affirming the interconnectedness of all forms of knowing. They are a powerful means to improve general education." - Educational Leadership, Strategies for Success, Nov. 1994

The arts - creative writing, dance, music, theater/film, and visual arts - serve as ways that we react to, record and share our impressions of the world. The arts connect the experience of measuring and collecting information to the experiences of feeling an expression. Separately, each type of learning contributes to understanding. Together they form a full impression of a concept that enriches and completes the education.

The charter school will offer an arts program that compliments other areas of the curriculum and provides opportunities for difference styles of learning and knowing. The creative, visual, performing arts will invite students to be active participants in creating their environment and their understanding of the world. Because the arts cultivate imaginative thought process, they energize the motivation to learn.

The Lawrence Family Development Charter School will offer a comprehensive visual arts/performing arts curriculum for its students:

• Fundamentals of art expression through drawing, painting, sculpture, design and photography

• Appreciation of the visual arts through visits to galleries, exhibits, and museums, field trips, exploring architecture and the natural environment.

• Participation in theater/drama through role play, public speaking, design of videos and television programs and cultural performances.

• Appreciation and participation in music through group and choral singing, use of natural and musical instruments, and visits to events and concerts offering diverse musical expression.

• Understanding of the cultural contributions of the arts from a variety of ethnic groups including those represented at the Charter School.

Lawrence Family Development Charter School
Thematic Approach to Integration of Curriculum
Sample Theme for Grade 3: The Rain Forest

Philosophy

Teachers will develop lessons which integrate skill development and content knowledge across academic disciplines. Using thematic units to create interdisciplinary lessons in which all learning is linked will provide opportunities to use specific vocabulary and context clues in a variety of academic disciplines. Use of a thematic approach will enhance language development through the sheltered immersion model because vocabulary and concepts will be continuously reinforced through a variety of approaches and in all subject matters. The student will develop a full understanding of a concept and its relationship to known experiences.

Use of a thematic approach to curriculum integration will provide opportunities for inquiry, reflection, and creating solutions. Teachers will use these approaches to facilitate the acquisitions of learning. They will create a learning environment in which the student is immersed in a world of learning devoted to one topic about which they will form new understandings, solutions to problems, develop critical thinking skills and link learning to an application in their world.

Thematic Unit for Study of the Rain Forest
Grade 3

Purpose

Because of the favorable climate around the equator, tropical rain forests have become the most complex and diverse places on earth. These forests contain the greatest variety of plan and animal species. Due to unrestricted lodging, these forests have also become the most threatened places on earth.

Students will learn about the rain forest to understand:
different ecological locations on this planet, importance of the preservation of environments, necessity of valuing diverse plant and animal life, cultural and societal structures in geographic locations different from our own and cultural and societal structures similar to our own.

Language Arts

Create rich language experiences for students. Acquire books from the school and local libraries to read about the people, animals and environment.

- Using the computer encyclopedia research information, create mini-dictionaries of new vocabulary introduced in theme, list English and Spanish words, print on computer and illustrate.
- Invite parents or local residents who have lived in or near the rain forest in Puerto Rico or South America
- Hear folk tales and stories as background for writing. Students will write original folk tales, first person biographies, and interviews or reports on a topic of their choice within the overall theme.

At the end of the thematic unit students will write a comprehensive essay on the rain forest. Length of paper will not be stipulated, however, students will be asked to write as much as they feel they have learned. As a focus, the teacher will have specific questions written out so that they know where to start and will know exactly what to put down. After so much time spent on the rain forest, students will be able write a carefully thought out essay on the subject. The students may begin their paper as soon as the unit begins but will have a week after the unit to turn their papers in.

Social Studies & Geography

Using maps, globes, videos, computers and books, students will learn:
1) What is a rain forest? 2) Indigenous peoples, plants, and animals to the rain forests; 3) Locations of rain forests all over the world; 4) Temperature and rainfall year round; 5) Names of the sections of a rain forest; 6) Food found in a rain forest. Social habits of animals and their young are covered in the computer program.

Reading up on the locations of the rain forests is a great way to start the students out on mapping their locations. Using an overhead projector, the students will trace the world (oceans, seas, etc.....included) onto large pieces of poster board which will be tacked onto the wall. A simple trace with just the names of the countries and continents, oceans and seas labeled. Then, with a green marker, the locations of the rain forests will be colored in. Anyone looking at the map will know exactly where to find a rain forest should anyone want to look for one!

Science

Tropical rain forests form a multilayered environment. Not all rain forests contain the dense tangled undergrowth known as jungle, although most have a dense growth of trees. The most crowded part of a tropical rain forest is high above the ground in the tree tops.

Students will read and create experiments to understand conditions in a rain forest, the effects of light, heat, and restricted light on growth.

Examples of learning through hands-on experimentation would include:
a) Demonstrate the effects of the tree canopy as restricted light on plants through observation of seedlings by a windowsill and under a cardboard shield.
b) Create tropical conditions, observe and chart growth of two seedlings: One is planted in a cool place, the other is kept in a warm place covered with a plastic bag. Both receive equal water and light.
c) Although rain forests recycle much of the rainfall back into the atmosphere, a considerable amount of water seeps away into the soil. Create a leaching project of layered soils in a plant pot, add salt crystals and water daily. Observe effects of water on salt crystals and draw conclusions.
d) Chart the journey of ants and their habit in the rain forest.
e) Problem solving involving the weight of animals and foods in the rain forest.

The Arts

After students are comfortable with the rain forest, and all it has to offer, students can create their own rain forest in the classroom or hallway. The students would be divided into small groups of three or four and given a section of the rain forest to "create". The creation will include the plants that they were exposed to from the computer program along with several examples of the types of animals living in that particular section of the rain forest.

The rain forest is an entirely different place at night. Asking the students to create a "day" and :"night" rain forest might prove challenging and fun for them.

- Students will initiate the growth of plants, as improvised plays.
- Students will write and perform a play or dialogue involving logging and its impact on the environment. Students will stake on roles of adults and children, of company owners, environmentalists and others who are interested in preservation.
- Students will visit a florist to observe tropical plants and flowers which grow in rain forests.

Computer Learning

There is a program that is compatible with Macintosh computers regarding the rain forest. It is a very comprehensive program covering reading, writing, math, science and social studies. However, for the purposes of a computer learning subject, the program may be used for a limited amount of time and subjects may be covered separately or at the same time with the computer program. With the program, students come to the computer with the knowledge they acquired through the Social Studies lesson. In this way, they are not unfamiliar with the layout of the rain forest that the computer offers and will find it exciting to find they are knowledgeable about the material being covered on the computer.

Math

Math skills in measuring, comparison and computing will be used in science experiments and graph and projections used in developing an accurate map. Students will measure in liquids, heights of plants, and distances on the map. Problems will be developed to practice computation through word problems related to learning about the rain forest.

11.) Student Performance:

A. Assessing student performance.

The Lawrence Family Development Charter School believes that all children can learn. The responsibility of the classroom teacher is to design a variety of teaching styles and interventions to assure that children can learn and can demonstrate their learning to others. This recognizes that children have different learning styles and that a "style" is not in itself an ability but a preference. Hence, various styles are not good or bad, only different.[8]

Assessing student performance then requires the willingness to use various means of observation and reporting to validate learning. Students usually learn in a variety of styles and can vary tasks to suit different situations. Because paper and pencil assessments will not capture all of a child's intelligence the assessment must be broadened and assure of measuring other than strictly linguistic competence. The teacher must accommodate an array of thinking and learning styles, varying both teaching and assessment methods to reach every student. These will include both traditional and non-traditional methods which combined will enable the student, parent, and teacher to see the growth and progress of that student. The combination of traditional measures of achievement and other types of assessment which measure many types of intelligence and development will offer a comprehensive picture of student progress.

Assessing student performance is an integral part of instruction and understanding how students learn. The professional staff will look at the five dimensions of learning and assumptions about the nature of learning and the art and science of teaching. This method will consider the following five dimensions of student learning and what they imply about effective instruction.[9]

Dimension 1 - Positive Attitudes and Perceptions about Learning

Without positive attitudes and perceptions, students have little chance of learning proficiently, if at all. Students must have attitudes and perceptions: feeling comfortable, safe, and respected are crucial to a positive attitude toward learning. Effective instruction establishes an environment which fosters this.

Dimension 2 - Acquiring and Integrating Knowledge

Helping students acquire new knowledge, integrating it with what they know and retaining it. Teachers can improve this by creating an analogy to what they already know and help them store information in memory by guiding them through creation of images representing aspect of new information.

Dimension 3 - Extending and Refining Knowledge

Learners will extend and refine their knowledge, adding new distinctions and making further connections. They will be taught to analyze what they have learned in more depth and with more rigor. Through this process they will engage in activities of comparisons and classifications, induction and deductions, analyzing errors and perspectives and abstracting. The kinds of extending and refining activities chosen will fit naturally with the curriculum content, so as to fully integrate the teaching of cognitive skills and the teaching of content.

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[8] Educational Leadership. "Allowing for Thinking Styles", November 1994, page 37.

[9] Assessing Student Outcomes, 1993, pg. 26

Dimension 4 - Using Knowledge Meaningfully

Helping students use knowledge to perform meaningful tasks. Teachers can use five types of tasks that encourage meaningful work. They are decision making, investigation, experimental inquiry, problem solving and invention.

Dimension 5 - Productive Habits of Mind

One of the most important goals of education is developing mental habits that will enable individuals to think clearly, creatively and critically. Some of these habits of mind include

- Being clear and seeking clarity
- Restraining impulsivity
- Being open minded
- Pushing the limits of your knowledge and abilities

Performance assessment refers to a variety of tasks and situations in which students are given opportunities to demonstrate their understanding and to thoughtfully apply knowledge, skills, and habits of mind in a variety of contexts. Performance tasks require an extended period of time to complete and require students to construct new knowledge. These tasks are presented to students as part of regular classroom instruction. The key to using these tasks as assessment tools is to clearly and explicitly link them to content and lifelong learning standards identified in the five dimensions of learning. The five lifelong learning standards are identified as:

1. Complex thinking standards
2. Information processing standards
3. Effective communication standards
4. Cooperation/Collaboration standards
5. Effective habits of mind standards

Students performance tasks will be judged by one or more persons through the use of rubrics. A scoring rubric will consist of a fixed scale and a list of characteristics describing the performance for each point on the scale. Because rubrics describe levels of performance, they provide important information to teachers, parents and others interested in what students know and can do. They also promote learning by offering clear performance targets to students for agreed upon standards. The rubrics should be presented to students along with the performance task. If a task is designed to measure three standards then three set of rubrics should be designed.

Report cards will use rubrics to convert to the following grading levels indicating performance: outstanding, above average, satisfactory, needs improvement and unsatisfactory. These grading levels will be accompanied by a narrative evaluation. Report cards will be distributed to parents at the school, enabling opportunities for discussion regarding the child's progress.

Also, students will be encouraged to create their own performance tasks to assess themselves and their peers. Other forms of assessment will include traditional teacher-made tests and naturalistic observation or "Kid Watching". When kid watching, teachers simply look for and record behaviors that provide evidence of students' competence in the various standards. We will also use the short answer, which is the quickest method to assess recall. Along those same lines is the multiple choice which allows for recall of memorized facts but also encourages students to evaluate possible choices and come to a conclusion. To assess the ability to understand content, organize thoughts and justify conclusions, we will use the essay in all its forms - journal writing, short stories, reports, essay answers to test and research questions. The assessments made by individual teachers for individual students will be aggregated by the use of portfolios.

Project/Portfolio

The project/portfolio method of assessment will be strongly favored at The Lawrence Family Development Charter School. The classroom settings will introduce learning in the content area and across disciplines through a thematic approach. Assessing this learning can best be accomplished by having students demonstrate their learning. Experiential and project based activities can demonstrate that learning takes place in a variety of ways: written reports, photographing and labeling, models and actual assembly projects, and drama especially role-play.

The standards for authentic instruction (Newman and Wehlage 1993) are standards for assessment:

a.) Is the emphasis on higher order thinking?

b) Is the stress upon in-depth knowledge?

c) Does the subject matter closely connect to questions of the human condition?

d) Is the inquiry focused and coherent?

e) Are teachers and students mutually committed to respect, effort, and good performance?

Teachers, parents and students will construct a plan for portfolio assessment of student's work in project learning. The portfolio will collect examples of student growth and achievement in multiple intelligences and will enable students to rewrite stories and choose examples of their work. This will encourage students to improve skills and reach toward their highest current skill level. Project based portfolios will collect examples of student work to be represented in an annual portfolio. A system will be created by teachers at the Charter School for the rationale of inclusion of items and how to share information with parents.

Progress Reports will enable teachers to report on the interpersonal growth of the student. The reports will measure the skills valued by the school community and will be determined by a subcommittee of teachers and the board. The progress reports will include both checklists and narrative comments and could include attributes such as confidence, teamwork, appreciation for diversity, evidence of motivation.

Standardized Tests will be used on an annual basis because they are considered by other school systems and because they will allow teachers and parents to measure the overall success of the academic program and learning emphasis against local, state and national norms.

B . Remediation for underperforming students.

We recognize that even in mixed ability classroom settings with a low teacher-student ratio and a curriculum designed to enable each student to progress at a personal rate; there will be students who do not perform at an expected rate.

Teachers will use a variety of strategies to assist the student in setting achievable goals, making choices about what needs to be accomplished, and to take responsibility for one's actions and learning.

Informal Evaluation

The child will be observed in a variety of settings by all teachers who work with the child. Together they will discuss how the child is participating as a class member/learner and will share observed characteristics and behaviors which will identify areas of strength and remediation. A short term plan will be developed in consultation with the parent. This meeting will engage the parent and the home setting as a part of the child's academic environment. This meeting may also identify instances in the child's personal life which may be contributing to underperformance.

Teachers will recommend a variety of student centered interventions to assist the student to improve their performance. Possible examples are: teaming with another student for practice and checking work; rotating to a different group for project work; setting aside time to work with parent aide or volunteer; keeping a short term portfolio of work the child assesses as well done; planning a daily or weekly remediation folder for home assistance.

Formal Evaluation

Following implementation of an informal evaluation and intervention strategies over a reasonable period of time, if a child has not shown academic growth then the professional staff, counselor, and parents will conduct a formal assessment of the child's physical, social, and cognitive development and design a series of interventions for a semester. These will be reevaluated every term to measure progress against the set objectives. Teachers and parents will be fully involved with the student in setting clear expectations and in supporting the plan. Recommendations for interventions will address the following factors in designing a plan:

1) learning style of the child: is it being met by the teaching style of his/her classes?
2) child development: physical and cognitive maturity.
3) setting: is the environment supportive to child's style of learning?
4) family support: are the parents involved with the child's progress in a positive, non-punitive way?
5) Test results: how does this information inform the process? Is additional testing required?

In the staffing pattern of the Charter School there will be one teacher for each class and two teachers with expertise in supporting the education program of all classes. One of these will be a special needs teacher who will work with classroom teacher, parent, and child to plan the tutoring or alternative learning needed.

C. Measuring student development toward school's learning objectives.

The Charter School offers nine objectives for student learning which are listed in part 2. These will be measured both formally and informally by the teacher, parents, and outside evaluators. Staff will develop a checklist for each objective and ways it can be measured.

Teachers will assess student development through regular observations, a child profile which will be part of the child's portfolio and a narrative progress report. The teacher and parents will meet quarterly to assess the overall school performance of each child toward these objectives.

12.) Accountability:

A. Methods of Self Assessment and Evaluation Toward Objectives.

The Lawrence Family Development Charter School will engage all those who have assumed a responsibility toward the education of our children to be part of the loop that circles the education process of a child and the evaluation of all efforts to meet our objectives. This includes:

- Professional staff will design a self-analysis of progress and needs including objective standards they will meet. They will measure student achievement related to individual, class and school and will assess their own performance in each objective. This will be presented to parents and board.

- Students will be surveyed to talk about the school: what they enjoy, what they have learned, and ideas for the future. Their interests, enthusiasms and disappointments will help inform the board and staff of possible changes.

- Parent Council will evaluate school progress toward objectives on an annual basis. They will establish priority criteria from the school's objectives in the fall of each year. They will observe their own child's progress toward these priority objectives. The composite of all responses will give a valid profile of the parent opinion of school progress.

- Community Partners will evaluate student performance toward objectives as seen from the perspective of their partnerships - evaluating both the progress of the students and the suitability of their program toward the school's mission.

B. Evaluation for Teachers and Administrators.

Teachers will be evaluated by the school administrators with responsibility toward the objectives of the school and the improvement of instruction. As the management representative of the Parent/Board of Trustees he/she will evaluate both informally and formally taking regular opportunities to observe the pedagogy, community and professional interaction, and openness to parents in the daily routine. The principal will conduct at least three formal evaluations of class instruction time to evaluate teaching methods and styles. The purpose of these visits will be to observe interaction with students, ability to use a variety of appropriate styles to meet the diverse learning styles of students, and to assist the teacher to further expand as an educator.

Teachers will evaluate themselves. This will be ongoing: developing self and recognizing how to better deliver an education program to children. Teacher assessment will include tools similar to those utilized for students, particularly the portfolio in which the teacher would retain examples of lessons, tapes or videos of special projects, parent letters, and so on which reflect his/her growth and success in the classroom. The teacher could share this with others who evaluate his/her work.

Teachers will regularly be evaluated by their peers in an informal sense designed to share successful teaching practices, or to consider alternative methods to use with a particular student. Peer evaluations will be in the best sense of collegiality, professional and confidential, and as coaching.

Evaluators will consider the following:

•Where is the evidence that the teacher is meeting the missions of the school?

•How does the teacher plan lessons to link with technology and community resources?

•How does the teacher motivate children, what stimulates the children to want to learn?

•Does the teacher successfully communicate with parents?

The Administrator will evaluate himself/herself according to the guidelines established by the Board to meet the School's objectives. Our administrator may invite professional staff and parents to assist her/him in this process.

The Parent/Trustee Board will form a sub-committee to evaluate the School Administrator and will address the following:

•Where is the evidence that the Administrator is leading the school toward its mission?

•What professional development activities does the Administrator initiate as the educational leader of the school.

•What community linkages does the Administrator initiate as the community relations leader of the school.

•What is the overall relationship with parents of students at the school.

•Does the Administrator work with the Board to assure fiscal responsibility of the school?

C. Plans to hold school accountable to parents and public.

The Lawrence Charter Family and School Development Center will participate in ongoing assessment of its progress as an educational institution and as a charter school through a third part evaluation. A partnership with the College of Education at University of Massachusetts at Lowell will provide an Evaluability Assessment (EA), which is a method for examining an existing or proposed program. The evaluation will be coordinated by a professor of education, who will work in part with graduate students in her course, Citizen Participation in Education. This type of evaluation seeks to:

> ...to assess its structure,...determine the plausibility of the program achieving its intended goals, the evaluability of those goals, and the utility of implementing further evaluation of the program.
> (Smith, 1989, p. 11, *Evaluability Assessment: a Practical Approach*)

This EA process can be used as a summative tool--to seek impact or effectiveness of the program--or as a formative tool--a means to learn what needs improving in a program to make it more efficient or effective, based on interests of stakeholders. With the charter school, both tools, summative and formative will be used to measure different aspects of the school's programs, especially during its first two years. After the first two years, the summative tool will be employed more to determine impact and effectiveness, however, it will always be important to know what the stakeholders' views are about our progress, so the formative tool will not be dropped altogether.

This evaluation will ultimately include measures of achievement, attendance, and like data with the existing public schools, to help learn how the charter school's progress compares to the more traditional schooling process.

Evaluation Process

Role of Evaluator

To address the concerns of the interested parties, described henceforth as stakeholders, the evaluation proposed overall seeks to provide information to those who designed the project. **The primary goal of the evaluator**, who is essentially viewed as a member of the planning-organizing-revision team, **is to assist the stakeholders in ensuring that the program is implemented as effectively as possible.** For this to happen, the evaluator must communicate with people implementing the programs, and make observations at various sites to facilitate the gathering of information.

The sharing of information is very important, for the evaluator can often learn about good ideas, as well as obstacles, both of which can modify how programs are run, or have some other impact on them. And since most stakeholders want to be a part of creating and implementing the best program possible, the sub goals of the evaluator are designed to meet those interests.

Sub-goals

- To determine, in company with program planners and staff, what sorts of information about the program will be collected and shared and what decisions will be based on this information,

- To assure that the program's goals and objectives, and the major characteristics of its implementation, have been well thought out and carefully recorded,

- To collect data at program sites about what the program looks like in operation, and about the programs effect on attitudes and achievement, and

- To report this information clearly and to help the staff plan related program modifications. (Morris & Fitz-Gibbon, 1978)

Activities of Evaluator

To accomplish the sub-goals, the evaluator's activities will include: (1) setting the boundaries of the evaluation, (2) preparing a program statement, (3) monitoring program implementation and the achievement of program objectives, and (4) reporting and conferring with planners and staff. (Morris & Fitz-Gibbon, p. 24)

Therefore, the evaluator's actions will necessarily include:

- frequent face-to-face contact with people in and around the program,

- use of program documents to further identify important issues and for assistance in assessing implementation of goals, and

- direct personal observation of program activities before formally designing the evaluation--to increase the evaluator's understanding of what is important in the program, and what can and should be evaluated (Patton, 1990, p. 118).

The evaluator will be repeating many of the activities stated above in order to attain an accurate understanding of what is actually happening in the school, and how each group of stakeholders view implementation of the stated goals and objectives.

Finally, it is critical to emphasize again that the primary goal of the evaluator is to assist the stakeholders in ensuring that the programs of the school are implemented as effectively as possible. Therefore, specifics about which tools the evaluator will use, the actual frequency of interactions, and other parameters of the process will be determined after collaboration with stakeholders.

This evaluation will ultimately include measures of achievement, attendance, and like data with the existing public schools, to help learn how the charter school's progress compares to the more traditional schooling process.

D. Regular Review of School Budgets and Financial Records.

As a non-profit organization, the Lawrence Family Development and Education Fund, Inc. is subject to auditory requirements by the Commonwealth of Massachusetts and the IRS. The annual audit will be conducted by accountants selected by the Board and will be released to the parents and available to the public.

The school budget will be reviewed by the Board, Parent Advisory Council, and School Staff: to evaluate cost accountability and to set new budgets designed to meet the priorities of school performance. Budget meetings and meetings to establish the school's priorities in each coming year will specifically include input and review by the parents and Parent Advisory Council.

E. Maintaining School Records and Disseminating Information.

All records will be centralized through the administration office to assure security and accountability. School staff will be trained in Massachusetts General Law regulations regarding both confidentiality and access of records to parents.

Temporary records will be held for seven years. Students transferring from the school will take temporary records. Records will be kept in fire proof safe.

13.) Human Resource Information:

A. Standards and requirements for professional staff.

Administrator

The Administrator of the school should be experienced in education administration as a principal or with related community experience. The principal should have at least four years as a classroom teacher and demonstrate evidence of innovative and creative project development, a commitment to the educational achievement of all children and to meaningful parent involvement. The principal must evidence a strong commitment to working in a multi cultural community and to the mission of the Family Development Charter School.

The school administrator must be bilingual English/Spanish with excellent communication skills in both language and experience working with both parents and students. A master's or advanced degree is required, certification in Massachusetts is preferred.

Teaching Staff

The teachers of the school should be experienced as classroom teachers or as educators in related community based programs. Teachers should have experience in any of a number of classroom or educational settings which could be preparation for and motivation for this position.

Teaching applicants must demonstrate a personal and professional commitment to and high expectations for children and to the mission of the school and Family Development Center. Teachers must hold at least a bachelor's degree. Teachers with diverse educational foundations will bring many ways of addressing educational issues and supporting the overall mission of the school All teachers must have excellent communication skills and be proficient in English and Spanish. All teachers will need ability to teach in both languages and communicate with parents and the community.

Support Staff

Secretary

Excellent office management skills including computers; experience in and commitment to working in a multi-cultural setting. Staff person should demonstrate involvement in and knowledge of the community - its resources and its residents - and is comfortable welcoming visitors and families alike to the school site. Secretary should have excellent bi-lingual communication skills.

Parent Assistants

The school will offer approximately ten part time positions to parents of children attending the school. Parents who have completed levels of training in the Family Development Center will be given preference. Parents should demonstrate a commitment to the mission of the school through their own involvement and through experience as volunteers in the community. Each parent assistant should have strong communication skills in their native language (English, Spanish, Khmer or Vietnamese) and a working knowledge in one other language.

B. Targeted staff size and teacher ratio.

Administrator - 1

Teachers - 10, 8 classroom teachers and two floating teachers. Classrooms will be 15 - 20 pupils per class x 8 classes
Average Teacher/Student ratio at the school 1 - 13
Teacher Aides/Parent Assistants 8 to 10
City C.O.R.E. - 1 team leader (professional staff); 1 team/10 crew members. Assisting teacher staff, building maintenance, after school programs.
Collaborating Staff: Professional and support staff from the following programs will enhance the educational program at the Lawrence Family Development Charter School. Their work is described in appendix.

C. Professional Development Opportunities.

The staff development of teachers will be consistent with the broad objectives for student learning, in part on the school curriculum, and on the general needs of the school and community population. Research has indicated that the culture and environment of a school have as much impact on teacher development and change, as innovative training programs designed to enhance teacher effectiveness. A new school offers a staff the opportunity to create an ideal environment and culture which increases its chances for success. An environment of support, that fosters risk-taking and cooperation, and feedback is important for teacher development. Staff development programs, as well as staff selection are both important processes that will have a major impact on the culture of the school.

Since aspects of the Comer School Development Program are being used in the development of this new school, the ideas and practices it reflects will be a major part of the staff development programs for teachers. In their work in New Haven in the late 1970's, Comer and members of the Yale Child Study team identified three underlying causes of problem in schools with poor and minority children. Since that time other educators have confirmed these conditions in school districts across the country:

- family economic and social stress with resultant underdevelopment in areas crucial to school success,
- insufficient knowledge and skills among the staff in areas of child development, and
- dysfunctional school organization and management

Selection of appropriate staff training programs will be based in part to address these areas. To date, we have identified the following programs for these specific areas.

Achievement and Underdevelopment

Underdevelopment in elementary schools sets a dismal obstacle path for future success in schooling. Two national programs have achieved wide spread success for children and teachers in schools with these conditions.

1. The Massachusetts based **Efficacy Institute**, whose training program was created by a Harvard trained social psychologist, addresses the underdevelopment of urban children, by training educators in a process that is based on building confidence, having high expectations for all children. The Institute supports the concept that all children can learn at high levels when an appropriate process of development is in place. Their work has resulted in increased performance from teachers and students, in several states, including Massachusetts.

2. The California based **Accelerated Schools Project**, developed by an educator/economist from Stanford University, is built on the premise that we should all want the same types of schools for all children as we want for our own. The project has a model much like Comer's, and calls for teachers, parents, educators, and community people to work together to reduce the at risk situations that many urban and poor children live in. They believe that poor children need accelerated work (not a watered down curricula) for academic gains, to address the underdevelopment caused by their at risk situations. This project continues to be successful in hundreds of schools across the nation.

Both of these programs have parent and community training components, that compliment training for educators.

Child Development Programs

Local educators with expertise in early childhood development will be sought to: a) reinforce the knowledge and experience of the teachers, and b) present current research and practices for discussion and possible implementation in the schools. The public schools, hospitals, community agencies, and universities are all excellent resources for this training area.

Community & Leadership Development

Local and national surveys have indicated that teachers want more training to learn how to work more effectively with families, particularly families of culturally and racially diversity backgrounds. This is important so teachers can provide more leadership for families and children, and can initiate more interaction to enhance school success. Part of the training in cultural and family awareness will be a workshop series specifically for teachers based on the Parent Mobilization Project of the Family Development Center.

Teachers are usually the most isolated stakeholders in the school community. In this school, teachers will be kept up to date about the functioning of the school by the principal, parent advisory boards, and trustees as well as through their membership in some of these groups. To assist in the management of their areas of responsibility--- teaching, evaluating, planning, etc., these stakeholders, like the others need seminars and presentations on relevant topics to keep them professionally sharp and mindful of the functioning of the whole school, not just their part in it.

Schedule of Training

Teachers and the principal will decide together on the best weekly planning time for teacher collaboration. Monthly staff development programs will be presented, and teachers will be offered opportunities to attend local, regional and national conferences as funds allow.

After training, teachers and other educators will be given the necessary assistance and time to effectively demonstrate integration of new knowledge and practices. Teachers and the principal will work together with the evaluator to assess the impact of new programs and practices.

Teachers at the Lawrence Family Development Charter School will work in an environment which encourages innovation, exposure to diverse staff development opportunities, and risk taking. To enable teachers to promote educational excellence in

their classrooms, the school administration will promote and encourage teaching excellence in its staff.

During the first year, staff will develop a specific plan for staff development based on their own identified needs and needs of students at the school. Staff will work with Dr. Joyce Gibson from the College of Education at U. Mass/Lowell in developing an in house staff development program. The Lawrence Family Development Charter School will contact Dr. James Comer, Yale Child Development Program, Dr. Don Davies and Dr. Charles Gleen, Boston University College of Education, and Dr. Theodore Sizes, Brown University, Coalition of Essential Schools. They will be asked to identify schools in New England where teaching methods and school climates foster academic excellence. Each staff member will visit two or more schools, meet with practicing teachers, and gather information and technique to share with other staff members. Teachers will teach one another observed or practiced pedagogy. These will be practiced and refined on site with opportunities for self evaluation and evaluators by peers.

Teachers who master successful practices will develop training workshops for sharing this with staff in other schools or school systems. Developing and carrying out training of others will be an ongoing component of staff development.

The budget will include funding for teachers to attend a course or conference related to their work. As special opportunities related to the Charter School movement are offered by the Commonwealth, the Pioneer Institute, or area colleges, teachers will be encouraged to attend.

The Board will seek teacher exchange opportunities with public or private schools, or other charter schools. This will enable teachers to broaden their experience for short term or 1/2 year exchanges and will bring new ideas to the Charter School.

The Lawrence Family Development Charter School will offer ongoing and diverse opportunities for professional development. The Board will work with the Community Day Care Charter School, the Lawrence Public Schools and public schools in the Greater Lawrence Education Collaborative to enable participation of our teachers in related topics. We will offer training to staff from these systems in parent involvement and the development of family literacy; multi-cultural education, service learning and experiential science kits developed by staff at the Charter School. These reciprocal staff development offerings will begin to develop a helpful relationship between professional staff at the area schools.

D. Human resource policies governing: salaries, contracts, hiring and dismissal, benefit packages.

Professional staff of the charter school will be hired for three year renewable contracts subject to evaluation and review. The three year initial contract is to allow opportunity for staff to build a school in its entirety: curriculum, culture, learning environment and to develop these within the very specific mission of the school - to encourage and value parental involvement in all areas of the school.

Staff may be dismissed for cause during the three years, such as commission of civil or criminal acts. The school will not grant tenure and will encourage teachers to move toward public or private school employment after 5-7 years as part to the teacher's own professional growth. This will provide a mechanism for charter school philosophy

and lessons learned to impact public school systems and to continuously be open to new pedagogy and diverse teaching styles in the charter school.

Support staff for the charter school will be hired on one year renewable contracts. Positions for parent aides both in the classroom and the Family Development Center will be for parents of children attending the school. This policy encourages the presence of parents in the classroom and provides a parent liaison to all parents of children in each class, and values the importance of connecting the culture of the home to school.

All staff, full and part time, will receive health benefits, paid school vacations and holidays during the school year. This policy validates the work effort of both professional and parent staff members.

Professional Development of all school staff will be an integrated component in our place as a "community of learners". In addition to staff development through in-service training and conferences as described in 13C, professional and parent staff members will be encouraged to take courses at area colleges.

14.) School Governance:

A. Internal Management.

The Lawrence Family Development Charter School will be managed by a Board of Trustees 50 % parents and 50% Board members of The Lawrence Family Development and Education Fund, Inc., the non-profit organization with fiscal and legal responsibility for funds. The Founding Board will be chosen from the two applicant groups, will carry out all the start up responsibilities including negotiation for a school site, arranging for liability insurance, and hiring a school administrator.

The Director of the Lawrence Youth Commission will be responsible for carrying out the planning and pre-operational phase once the Charter is granted. The Lawrence Youth Commission Family Development Center will coordinate the parent involvement component, assist in recruiting students and parent support staff, and will operate the Parent Training at the school once it is operational.

The school administrator will be responsible for interviewing and recommending teaching and support staff to the Board with input from the parent advisory group and will be responsible for the day to day operation of the school including supervision, fiscal planning, and representing the school in the community.

B. Choosing the Board of Trustees.

The applicant groups for this charter are Lawrence parents, members of the Parent Mobilization Project and the Board of Trustees of The Lawrence Family Development and Education Fund, Inc., a non-profit board chartered in Massachusetts, formed to support and sustain the work of the Lawrence Youth Commission in issues of education and family development. The governance of this school will include fifty percent parent residents of Lawrence, Massachusetts, representative of immigrant newcomers, in particular families of Latino heritage, who seek a school environment in which their children will reach their full potential.

The Parent Mobilization Project will choose eight parents from its members through an election they will organize. This will constitute 50% of the Board of Trustees, The Lawrence Family Development and Education Fund, Inc. will elect 8 members from its 20 member board to serve as 50% of the Board. The Board of Trustees will be elected by June 30, 1995. Seats will be staggered for three year rotations. The founding coalition will serve intact for the first two years however to insure continuity in the vision of the school.

C. Roles and Responsibilities of the Board.

The Board will be a governing board acting as fiscal oversight with the legal responsibilities to insure Massachusetts General Laws and contractual responsibilities are assured. The Board will bring together parents who are representative not only of the school population but of the community with business and civic leaders from diverse background and training. The Board will meet regularly during the first year of operations and will establish an effective system of meeting and committees based on the needs of the school. The Board will hire the Administrator and approve guidelines for additional hiring, discipline codes, and developing a school policy with parents at the school.

D. Relationship of the Board to Teachers and Administrators.

The Board will hire a strong school administrator capable of handling the day to day management of the school while being the educational leader with a strong sense of purpose and ability to engage others. The Board will act on his/her recommendations which will be made with input from teachers and parents. As a charter school, new issues and needs will be identified as the school community puts into operation the vision of this project. Teachers will grow to be leaders in curriculum, pedagogy and in developing new ways to involve families in learning and the life of the school. The school's administrator and teachers will be empowered as educational leaders in developing new policies and practices for consideration by the Board.

E. Nature of Parental and Student Involvement in Decision-Making Matters.

Family participation in all aspects of the school is the primary means to achieve student success. With this in mind the Lawrence Family Development Charter School will adopt a model based on the research of Dr. James Comer, a School Planning and Management Team. The SPMT will be composed of a principal and a representative body of all adults in the school chosen by their peers to address the governance and management issues of the building. Representative groups will include teachers, parents, and support staff. The SPMT will develop a schoolwide comprehensive plan to address the issues of curriculum, school climate, staff development and establish policy guidelines to address curriculum, staff development and school discipline with the families of all the students and the community, with a responsibility to bring the cultural identity and home values of all ethnic groups to the decision making process. Through training at the Family Development Center all parents will have opportunities for Board leadership and advocacy. This will help parents who have no prior training in governance to learn basic skills and then put them into practice through membership in the Parent Advisory Council and participation in sub-committees.

Students at the Lawrence Family Development Charter School will be primary grade students. Their age and maturity level will preclude them for elected service on a Board (as opposed to a high school charter where this would be of great value). Students will participate in opinion surveys regarding the school environment, dress code, meals, field trips, after school and other activities. Even very young children can express an opinion using smile and frown stickers, stars or checks on a survey sheet indicating their attitudes. Including and validating the opinions of all parents and children is a fundamental goal of the school.

15.) School Community:

A. Community Environment We Hope to Foster at Our School.

B. Nature and Extent of Parent Involvement in the Life of the School.

The core philosophy of the Lawrence Family Development Charter School is that parents working in partnership with the school as advocates for academic achievement will create an environment where every child has the opportunity to acquire the skills and habits that foster life long learning, citizen participation and personal fulfillment.

This philosophy recognizes that parents are a child's first teacher and that their involvement as partners in the education of their child with the school is fundamental to the success of the child as a learner and contributor to society. The school environment then, would be one in which the parents are not only welcomed but required as part of their child's admission to the school to be involved in the governance and decisions of the school. This will include curriculum, teacher qualifications, and the delivery of services which strengthen education and family life through training and programs of the Family Development Center. This component will be at the core of the environment of the school as well as the foundation of our mission.

The Lawrence Family Development Charter School, in addition to offering academic and cultural programs for students, would offer academic and social service resources for parents and family for the purpose of strengthening family life. These will include the following:

(a) Language/Literacy Programs:

The inability of parents of many Lawrence students to speak and understand the English language creates a barrier that prevents parents from involvement in their child's education and impairs ability to assist with homework, reading, and full participation in their educational development. The school will take affirmative steps to open instructional programs to parents through the Family Development Center.

These will include classes in native language literacy as preparation and bridge to entry level ESL/English as a Second Language Classes. In the appendix of this proposal, part (c) is the Family Literacy Plan of the Lawrence Public Library which will be a core intervention of our Family Center. Additionally, the Family Development Center will work collaboratively with the local Adult Education Program, Northern Essex Community College and the Department of Training and Development to assure appropriate linkage to further ESL/ABE and related academic job training programs.

(b) School-linked Services:

Because a lack of awareness of social services and community resources is a factor in limited access to resources, the school will provide ongoing workshops on family development utilizing community resources and will integrate such social services as deemed necessary and appropriate by the Parent Board.

Using examples of school based service systems including the Illinois model of "Project Success" which recognizes both leadership and support, the Family Development Center will link a web of coordinated services that includes health services, child

protective services, family counseling, parent education, family literacy programs, citizenship training, early childhood education and direct links to vocational job training and job referral. The following criteria will be considered in developing this system of school based services:

•services will be provided which contribute to improvement of the child and family well-being through school success, parent involvement, and citizen empowerment.

•services will be based on the needs of children and their families, as identified by parents and school.

•services will be provided without cost in a collaborative method that eliminates duplication and fragmentation and effectively utilizes those community resources which currently exist.

(c) Training for Parent Participation:

Because parent participation in the overall operation of the school is the most effective way to transfer cultural and community values to the environment of academics and personal discipline, an effective model of parent involvement, based on the research of James Comer, Ph.D., Yale Child Study Center, will be implemented at the school. This design will allow for three planned levels of parent participation: 1) as the child's first teacher, 2) as support staff for the operation of the school and 3) in the governance of the school.

To support the school environment and make possible parent involvement in these areas, the Family Development Center will offer the proven trainings of the Lawrence Youth Commission Parent Mobilization Project as included in Appendix C of the application.

The Family Development Center has operated education programs to involve immigrant and newcomer parents in the education of their children since 1989. The Center trains adults, in particular parents and leaders in the Latino community, with the information and skills necessary to accept leadership roles in education and community change.

The primary goal will be to train parents in family development, community organizing and education activities. The purposes are multiple: to improve the capacity of participants to support education within their home; to influence educational reform and to develop leadership capacity.

Programs of the Family Development Center have an underlying focus on change at the personal, family and community level. The philosophical basis are the theories of Brazilian education Paulo Freire. These workshops and methods have been effective with adult learners because they call upon the knowledge and experience base of adults facilitating group interactions where adults learn from one another.

The Lawrence Youth Commission Family Development Center has five years of experience and commitment to education newcomers and immigrants. During this time in working with over 1000 adults in Lawrence, we have learned valuable information about the family and educational needs of an immigrant population in transition between native culture and urban America. This experience, teaching pedagogy, and cultural sensitivity to working with non English speaking adults will be the foundation of Parent training at the charter school.

(d) Enrichment Activities:

An important factor in the environment of the school, the development of strong families, and opportunities for teachers and families to learn together will be special enrichment activities.. The Lawrence Family Development Charter School will be a place for joy in learning. Families who live in a poor community, often in poverty themselves, have limited income or opportunities for recreational and enriching activities. The Family Development Center in conjunction with the Parent Advisory Council will sponsor events throughout the school year as joint parent/child events. These events might involve Hispanic or multi-ethnic cultural activities such as art exhibits, music dances or other festivals. The community organizations who will collaborate in the education program have worked with us to develop a year long program of swim, sports, recreational, art, museum, and library activities. Special family field trips will be planned each quarter as described in partnership concept paper in Appendix C. These will be positive enriching activities to strengthen family life.

C. Relationship of your school to the surrounding community, and vice versa.

The Lawrence Family Development Charter School is committed to participatory involvement in and with the community. This application outlines our planned involvement with organizations who are equally committed to family development and the education of children in Lawrence.

• Students at our school will attend the YWCA for their physical education classes including sports, fitness and swimming. The YWCA will arrange for special evening, Saturday, and school vacation events where families can participate in swimming and recreational sports.

• They will learn social studies and history of Lawrence through the Heritage State Park, Immigrant City Archives and individual workers in the city.

• The Essex Art Center will assist teachers in developing an art curriculum and provide an ever-changing gallery experience for children.

• The Lawrence Public Library has developed a curriculum for family literacy. Additionally the library will provide programs which instruct the students and their parents in the use of a library and all its resources.

These opportunities for enriching the academic program of our students through community connections are outlined in concept papers attachments in Appendix C.

16.) Replicability and District Relations:

A. Replicable Educational Models to Surrounding Schools.

The Lawrence Family Development Charter School will work with other charter schools and neighboring districts to offer opportunities for teacher exchanges. These could be half year or full year exchanges where educators could exchange classes. This will bring new ideas, pedagogy and teaching styles into the charter school and will bring techniques developed at the charter school to area schools. These exchanges will enhance education as a whole and provide professional development ideas for a variety of schools.

We have begun discussions with area college programs for assessment and curriculum support. Additionally we hope to offer teaching internships for college students preparing to be teachers. We believe this will enhance the Charter School and will encourage new teachers to consider teaching in charter schools and innovative community based schools.

B. Specific Programs Provided by the Charter School to Directly Benefit the District.

The Lawrence Family Development Charter School will engage in many positive and collaborative efforts with the Lawrence Public Schools to benefit children in Lawrence.

- Brochures, general information, and applications will be available at the Lawrence Public School Parent Information Center.

- The Lawrence Public School will provide bus transportation to Charter School students according to terms and time offered to students of the public schools. We will contact Richard Hoffman as soon as approval and a school site is secured to plan for a September 1995 opening. We will work with Mr. Hoffman to discuss possibilities of busing during the day for gym or field trips.

- We will contact Kathy Powell and establish a system for exchange of school records, for new enrollments and future transfers.

- The Lawrence Family Development and Education Fund, Inc. will advertise for teachers and an administrator during Spring 1995. Postings will be sent to all schools to encourage applications. Copies of all job postings will be sent to the Superintendent's office before distribution.

- Teaching staff of the Lawrence Family Development Charter School will be welcome to attend professional development workshops offered by the Lawrence Public Schools. The Lawrence Family Development Center Charter School will open its trainings to staff of the Lawrence Public Schools. Efforts will be made to develop opportunities for staff to work with and learn from one another.

We will continue to engage in dialogue to explore linkages and opportunities between the district and the Charter School that would benefit children's education. We will offer to provide training opportunities for parents, teachers and administrators in district schools in effective parent involvement.

C. Efforts to Build Rapport with Local Education District.

The Lawrence Family Development and Education Fund, Inc. Board and the founding coalition understand the importance of establishing a good working relationship with the district from which our students are drawn and to which they will return after grade five.

Informal meetings are being held with the Assistant Superintendent of Curriculum and Instruction and Educational Consultant to the Schools regarding professional development and curriculum in establishing the Charter School.

Two members of The Lawrence Family Development and Education Fund, Inc. Board are members of the Lawrence School Committee. They are ongoing liaisons to planning which will support all children. The need to offer education which benefit children in the City of Lawrence is recognized both by the district and the Charter School and will be the foundation for our collaborative efforts.

We will work collaboratively with the special education and transportation department of the Lawrence Public School to minimize duplication of services and provide legally mandated services to our students.

17.) Building Options:

A. Present options for a school building.

A committee of the Lawrence Family Development and Educational Fund, Inc. has been investigating available school sites since Spring 1994. They have identified a number of possible locations. Currently we have drawn up both pro and con considerations for each of the sites. These standards including the following:

a.) location within walking distance of large populations groups within districts B, C, or D.

b.) size suitable to small school environment and numbered students.

c.) age of building and need of repairs or rehabilitation of possible mill sites.

d.) length of time building might be available.

e.) value of site refinancing.

Buildings being considered include:

•a mill building which could be renovated

•a corporate headquarters recently vacated near a new playground, in relatively good condition

•a parochial school whose enrollment is low.

B. Site as a Suitable Facility.

The second site - a corporate headquarters recently vacated near a new playground. This site is in excellent condition, is suitable for a school without major renovations and is in a neighborhood which would greatly benefit from the positive presence of a school.

C. Progress on Future Plans for Acquisition of a School Building.

The planners for the school have met with owners of the property, toured the facility, and have examined costs of operating (utilities, etc.). The company has recently moved out of Massachusetts and is inclined toward making a significant contribution of the site. The full Board and parent applicants will tour the site on March 7 and a meeting is scheduled with the owners for March 10. Plans and specifications for this site - Blue Seal Feed Corporate headquarters, West Street, Lawrence is included in the Appendix Section G.

D. Financing Plans.

Corporate contributions in the form of building sites, furniture, computers, and materials for renovations, will be sought from the business community through efforts by the Board of the Lawrence Family Development and Education Fund, Inc.. This Board is comprised of members with a diverse and far-reaching business and foundation network.

Costs for the building site and renovations are not included in the 5 year budget. The Board is working with the City Department of Planning and Economical Development and private owners to secure a site.

18.) Code of Conduct:

A. Rules & Guidelines for Student Behavior.

The Lawrence Family Development Charter School will develop a full set of codes and guidelines relating to student behavior. This will be established during the first year in collaboration with teachers, parents, students, and the board. A school whose mission is parental involvement and developing opportunities for parents and staff to build a school community should not pre-design a discipline code for the school.

The founding coalition of this charter school has a clear philosophy of behavior and discipline which is related to the mission and is the underpinnings of the code to be written, these include the following:

- The school environment will be a positive, safe place, free from drugs, violence, and racial intolerance. Students, staff, parents and visitors will be treated with respect and dignity, welcomed for their own value as a contributing member of our school community. Each individual in the school community has the personal responsibility to own their own behavior, to live according to the rules established by the school.

- School standards are applicable throughout the entire school and in all activities in which the school community is involved. This includes classroom, assemblies, recess, off-site learning centers, field trips and community service projects.

- The school environment and conduct of students is one of pride in self and high expectations of self and others, where education of children can proceed and prosper.

- We believe our school community will thrive as a family of learners, committed to the positive development of children where discipline comes from self not from punishment.

POLICY

Illegal and/or disruptive behavior will not be tolerated. Obscene, aggressive or threatening actions and statements have no place in the school setting. Racial and sexual harassment in any form will result in sanction. Irresponsible actions which may cause injury to students, staff, or visitors will be just cause for disciplinary action. Violence in any form is not tolerated as a legitimate means of settling disputes. The Lawrence Family Development Charter School will adhere to all School Laws of Massachusetts and Supreme Court Rulings. A copy of this policy and all discipline codes and action will be approved by the School Management Planning Team and the Board of Trustees. It will be printed in all languages at the school and distributed to students and parents.

B. School Policy Toward Expulsion or Suspension.

The Lawrence Family Development Charter School will encourage prevention of disruptive or violent behavior techniques to prevent instances which might lead toward expulsion or suspension.

Through crisis counseling and a school based services counselor, we will address many of the complex familial and interpersonal issues in society. It is our intent to work

with families to support their child's education of growth and personal development believing that children's educational needs are not being met through suspension or expulsion. We will try a number of strategies to dissuade disruptive behavior and insure that our school is a safe learning environment. In the event that alternatives within the Charter School are not successful, we will work with parents to find an outside alternative.

In school Suspension: Students are suspended from all school activities for a determined number of days assigned by the Principal. While here the students will be supervised by a parent or Teacher Aid and be given the opportunity for counseling and community service projects to change unacceptable behavior to acceptable conduct and maintain school studies.

Out School Suspension: The student will be sent home in the custody of his/her parents. The school will recommend confinement to home or other supervision during the suspension. The school will prepare academic activities for the student to complete during suspension.

Exclusion: Exclusion would only be recommended in the most serious violations of law. A student who assaults another person, vandalizes school property, makes bombs threats or sells or distributes alcohol or other illegal substance could be excluded. Students would be removed from regular classroom instruction and an academic plan will be arranged in cooperation with the student's parents.

19.) Special Needs and Bilingual Students:

A. Plan to Accommodate Special Needs Students.

The Lawrence Family Development Charter School recognizes the importance of inclusion of all students and complete integration of students in regular classes. Special education students will be placed in regular classes and the latest methodology will be incorporated to work with the classroom teachers to foster learning for the special needs students. One member of the teaching staff will be a certified special needs teacher. This teacher will be responsible for the education plan for all special needs students, and to insure teaching that meet the needs of these students.

The special needs teacher will provide staff development training for all classroom teachers to support the acquisition of new skills to work effectively with the special needs students. The special needs teacher will also provide trainings for parents of special needs students to enable them to work with their children at home and bridge learning from school to home.

An example of this integration of teacher-parent-child skill building is seen in the following case:

> A kindergarten child is unable to use fine motor skills to draw a curved tine in a number or letter (i.e.: 2, 8, G). The teacher shows the parent how to draw large examples of these numbers or letters on a piece of paper as a guide for the child. Then the parent will model for the child placing small objects such as dry pinto beans on the outline in a sequential order to cover the outline. The child will practice this activity until he/she, using a new version of fine motor skills, can follow the flow of the letter, and then create it with pencil or marker.

B. Plan to Accommodate Bilingual Students.

The Lawrence Family Development Charter School anticipates that at least 90% of its students will come from homes where Spanish is their first language. Those entering the school will come with many levels of English proficiency ranging from none to limited to English proficient. It is the goal of the school that all students, whatever their level of proficiency and whatever their home language, become fully bilingual in both English and Spanish by the end of the fifth grade.

The school will offer an integrated immersion program where fully bilingual, mono-lingual and limited English proficient students will interact in the same classroom. We fully intend to structure the entire program of study within the regulations governing Bilingual Education.

To accomplish this, the school will use both English and Spanish throughout the school building and as the languages of instruction in all classrooms. All teachers will be fully bilingual and will work together and with others who can model bilingual teaching in developing pedagogical skills in introducing and teaching curriculum in a bilingual class that uses a "sheltered English" model.

The model which the Lawrence Family Development Charter School will use is described in Sheltered English (Weinhouse, 1986) as a program of instruction for language minority students consisting of three components: sheltered English instruction, primary language instruction and mainstream English instruction.

This instructional model is designed to use simpler language, meaning-driven and comprehension-based teaching strategies, and performance based assessment strategies.

In this approach, limited English proficient students can learn content area lessons with low or limited English vocabulary. Effective "sheltered instruction" however, also emphasizes the cognitive academic language and thinking skills so that limited English proficient students begin to use the new language at higher levels of proficiency sooner than in ESL only programs.

"Sheltered English" is an instructional variation on Language across the curriculum or Global Language Models where content information, language, communication skills and thinking skills are integrated in lessons and instructional units.

Depending upon the language levels in each classroom, the teacher will determine how the day is structured to maximize both language acquisition and the development of cognitive skills through a combination of first language instruction, sheltered English instruction and English instruction with bilingual support.

The goal of this bilingual education program is to recognize the importance of developing cognitive skills concurrent with language skills. Teachers will shelter the introduction of content based English modifying instruction in either language to help students succeed academically.

It is important to note that language in Sheltered English is "simplified" but not "watered down" because the instruction continuously emphasizes the message or meaning of the lessons. Instruction aims to provide maximum comprehensibility by using visuals, demonstrations, experiments and hands-on activities. Key words and phrases are continuously used to build a foundation for informative gathering and composition activities. This becomes the basis for spiraling up to more complex knowledge and language use.

Sheltered English allows students to learn useful and motivating content rather than the drill of meaningless language. Sheltered English instruction will especially take advantage of more proficient students assisting others in small groups, and will enable parent aides and parent volunteers to take on a valuable teaching role assisting in the classroom.

20.) Funding:

A . Start Up Budget.

B . Fund-Raising Efforts.

The financing plan for the Lawrence Family Development Charter School will be a combination of public and private funds raised through per pupil payments, federal student entitlements, grant applications to private foundations, and corporate contributions in the form of both funds and corporate goods and services.

The financial plan for year one is based upon the following assumptions and considerations:

1.) Per Pupil Revenue

Children who will attend the Lawrence Family Development Charter School will come from the Lawrence School District whose per pupil allocation is below foundation budget. The district allocation for the 1995-96 school year is expected to be $4,300; therefore this will be the per-pupil revenue for the charter school. Anticipating 160 students in the first year, the per pupil revenue will be $688,000.

2.) Federal Student Entitlements

As a chartered local education agency (LEA) the Lawrence Family Development Center will be eligible for Chapter I reimbursement. This will be based on the number of eligible low income students who attend the school. It is anticipated that at least 120 charter school students will be eligible for Chapter I entitlements. This anticipated revenue is $60,000.

3.) Local Education Agency Appropriations

As a local education agency, the school will be eligible to apply for other federal appropriations to LEA's. The school will apply during 1995 for federal charter funds and other innovative and preventive funds such as anti-violence and substance abuse programs. The school will support the America 2000 Goals and be eligible for federal entitlements approved as part of the Educate America Act. We anticipate receiving $100,000.

4.) Public and Private Grant Applications

The Family Development Center will apply for both public and private grants to support costs of family literacy, parent training, and English as a second language. Grants will be to local foundations and national foundations such as Barbara Bush Literacy Foundation, Fannie Mae Foundation, Ford Foundation and Annie E. Casey Foundation - funding sources which support family development initiatives. We anticipate receiving at least $150,000.

C . 5 Year Budget.

The 5 year budget template is attached.

Five Year Projection

LAWRENCE FAMILY DEVELOPMENT CHARTER SCHOOL, LAWRENCE, MASSACHUSETTS

DESCRIPTION	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999
REVENUES	(4300)	(4500)	(4700)	(4900)	(5100)
Per Pupil Tuition Revenue	688,000	900,000	1,128,000	1,176,000	1,224,000
Student Entitlements	50,000	60,000	72,000	72,000	72,000
Grants	250,000	100,000	100,000	100,000	100,000
TOTAL REVENUES	988,000	1,060,000	1,300,000	1,348,000	1,396,000
EXPENSES					
Direct Student Costs:					
Transportation (not in budget)					
Supplies (student and classroom)	110,000	55,000	65,000	75,000	85,000
Computers and Materials& Media	130,000	60,000	60,000	60,000	60,000
Field Study	5,000	7,500	10,000	12,500	15,000
Insurance Expense	10,000	12,000	15,000	18,500	22,000
Total Direct Student Costs	255,000	134,000	150,000	166,000	182,000
Personnel:					
Principal/Executive	50,000	52,500	95,125	99,880	104,875
Teachers and Social Worker	270,000	340,200	416,752	437,598	459,480
Clerical	25,000	26,250	41,345	43,410	45,582
Custodians	25,000	26,250	41,345	43,410	45,582
Benefits	92,500	111,300	148,642	156,074	163,880
Staff Development	15,000	20,000	30,000	35,000	35,000
Total Personnel	597,000	702,500	905,509	954,288	1,000,260
Occupancy:					
Rent	18,000	20,000	22,000	24,000	26,000
Mortgage (Expansion Costs)		50,000	75,000		
Maintenance	10,000	12,000	15,000	18,000	22,000
Utilities	10,000	12,000	15,000	18,000	22,000
Janitorial Supplies	5,000	10,000	15,000	20,000	25,000
Total Occupancy	43,000	104,000	142,000	80,000	95,000
Office:					
Supplies	15,000	7,500	10,000	13,000	16,000
Equipment Rental/Maintenance	15,000	7,500	10,000	13,000	16,000
Telephone/Communications	3,000	1,500	1,800	2,200	2,600
Accounting & Payroll	5,000	6,000	7,000	8,000	10,000
Printing & Copying	2,500	3,000	3,500	4,000	4,500
Postage & Shipping	1,000	1,500	2,000	2,500	3,000
Total Office	41,500	27,000	34,300	42,700	52,100
Other:	50,000	50,000	50,000	50,000	50,000
TOTAL EXPENSES	987,000	1,018,000	1,281,800	1,292,988	1,379,360
EXCESS (or DEFICIENCY)	988,000	1,060,000	1,300,000	1,348,000	1,396,000
BEGINNING FUND BALANCE					
ENDING FUND BALANCE	1,000	42,000	18,191	55,012	16,640

	FY95	FY96	FY97	FY98	FY99
REVENUES					
Per Student Revenue	$4,300	$4,500	$4,700	$4,900	$5,100
# of Students	160	200	240	240	240
Total	$688,000	$900,000	$1,128,000	$1,176,000	$1,224,000
Entitlements *	$50,000	$60,000	$72,000	$72,000	$72,000
Grants **	$250,000	$100,000	$100,000	$100,000	$100,000
Total Revenues	$988,000	$1,060,000	$1,300,000	$1,348,000	$1,396,000
EXPENSES					
PERSONNEL					
Administration	$50,000	$52,500	$95,125	$99,880	$104,875
Teachers	$243,000	$311,850	$386,984	$406,341	$426,660
Social Worker	$27,000	$28,350	$29,768	$31,257	$32,820
Clerical	$25,000	$26,250	$41,345	$43,410	$45,582
Custodial	$25,000	$26,250	$41,345	$43,410	$45,582
Benefits (25%)	$92,500	$111,300	$148,642	$156,074	$163,880
Parents (10)	$120,000	$126,000	$132,300	$138,915	$145,861
Staff Development	$15,000	$20,000	$30,000	$35,000	$35,000
Subtotal	$597,500	$702,500	$905,509	$954,288	$1,000,260
DIRECT STUDENT COSTS					
Field Studies	$5,000	$7,500	$10,000	$12,500	$15,000
Student Supplies ***	$50,000	$25,000	$30,000	$35,000	$40,000
Classroom Supplies ***	$60,000	$30,000	$35,000	$40,000	$45,000
Computers ***	$100,000	$30,000	$40,000	$40,000	$40,000
Library/Media Services	$30,000	$30,000	$20,000	$20,000	$20,000
Insurance	$10,000	$12,000	$15,000	$18,500	$22,000
Subtotal	$255,000	$1[illegible],500	$150,000	$166,000	$182,000
OCCUPANCY COSTS					
Rent	$18,000	$20,000	$22,000	$24,000	$26,000
Maintenance	$10,000	$12,000	$15,000	$18,000	$22,000
Utilities	$10,000	$12,000	$15,000	$18,000	$22,000
Supplies	$5,000	$10,000	$15,000	$20,000	$25,000
Expansion	$0	$50,000	$75,000	$0	$0
Subtotal	$43,000	$104,000	$142,000	$80,000	$95,000
ADMINISTRATION COSTS					
Supplies ***	$5,000	$7,500	$10,000	$13,000	$16,000
Equipment ***	$15,000	$7,500	$10,000	$13,000	$16,000
Telephone/Communication ***	$3,000	$1,500	$1,800	$2,200	$2,600
Accounting Costs	$5,000	$6,000	$7,000	$8,000	$10,000
Printing/Copying	$2,500	$3,000	$3,500	$4,000	$4,500
Postage/Shipping	$1,000	$1,500	$2,000	$2,500	$3,000
Subtotal	$41,500	$27,000	$34,300	$42,700	$52,100
Other Expenses ****	$50,000	$50,000	$50,000	$50,000	$50,000
TOTAL EXPENSES	$987,000	$1,018,000	$1,281,809	$1,292,988	$1,379,360
TOTAL REVENUES	$988,000	$1,060,000	$1,300,000	$1,348,000	$1,396,000
SURPLUS (DEFICIT)	$1,000	$42,000	$18,191	$55,012	$16,640

KEY VARIABLES	FY95	FY96	FY97	FY98	FY99
# of Students	160	200	240	240	240
# of Classroom Teachers	8	10	12	12	12
# of Administrators	1	1	1.5	1.5	1.5
# of Professional Support Staff	1	1	1.5	1.5	1.5
# of SPED Staff	1	1	1	1	1
# of Parent Staff	10	10	10	10	10
# of Clerical Staff	1	1	1.5	1.5	1.5
# of Custodial staff	1	1	1.5	1.5	1.5
Students Per Teacher	20	20	20	20	20
Students Per Support	160	200	160	160	160
Students Per SPED	160	200	240	240	240
Students Per Administrator	160	200	160	160	160
Students Per Professional Staff	15	16	15	15	15
Students Per Staff	7	8	9	9	9
Revenue Per Student	$4,300	$4,500	$4,700	$4,900	$5,100
Salary Per Teacher/Social Worker	$27,000	$28,350	$29,768	$31,257	$32,820
Salary Per Administrator	$50,000	$52,500	$55,125	$57,880	$60,775
			$40,000	$42,000	$44,100
Annual Salary Growth		5.00%	5.00%	5.00%	5.00%

Notes

* Entitlements were determined assuming a 60% eligibility rate at $500 per student.

** It is expected that extra funds will be raised in the the first year to assist with start-up costs.

*** It is expected that expenditures will decrease in these areas after start-up.

**** Such expenses may include extra-curricular activities, stipends for supervisory duties, and food services expenses.

21.) Transportation:

A.) Plans for Transporting Students Within the Local District.

The Charter School will follow the academic calendar year of the Lawrence Public Schools to help parents who may have children in the Charter School and the Public Schools. This will allow Charter School students to be transported to school according to the same schedule as public school students. This relies upon provisions in the Education Reform Act, M.G.L. Chapter 71, Section 89 which provides that "the children who reside in the school district in which the charter school is located shall be provided transportation to the charter school by the resident district's school committee, on the same terms and conditions as transportation is provided to children attending local district schools."

The Charter school however will offer a longer day program than the public schools and, absent any "late-bus program" established by the district, charter school students will not have transportation in the afternoon. The afternoon program however, is included to add a variety of enrichment activities to the school day and to support the needs of working parents. Therefore, we anticipate that parent will make late afternoon transportation arrangements.

Transportation arrangements are critical to maximizing attendance of children at the school, encouraging participation in after school activities and in supporting the school's mission to encourage and increase parental involvement. The charter school intends to apply to the Federal Department of Housing and Urban Development for funds to purchase a bus to be used for child and family transportation.

B.) Transportation for out of District Students.

The Lawrence Family Development Charter School does not anticipate recruiting out of district students. If an out of district student requests the opportunity to enroll in this charter school, (Example: child of staff member) transportation will be the responsibility of parents.

C.) Transportation for Extended Day and Summer Programs.

The Lawrence Family Development Charter School plans to operate an extended day program for the benefit of working families. Families will initially be responsible for transportation in the afternoon or the before school program. The Charter School will apply for federal funding to purchase a bus for this transportation. The school will offer a summer recreation and enrichment program through the Family Development Center based on needs of children and families. This program will be funded through a summer grant program and child care vouchers which will enable us to provide transportation.

Appendix A)

Resumes of key educators planning the design and curriculum of the Lawrence Family Development Charter School

RALPH L. CARRERO
11 Margin Street
Lawrence, Massachusetts 01841

EDUCATION

M.Ed., Fitchburg State College, May 1994
B.A., Psychology, University of Massachusetts, Amherst, May 1981.
A.A., Liberal Arts, Northern Essex Community College, Haverhill, May 1979.
Electronics/Technician, Greater Lawrence Vocational Technical High School, Andover, MA, June 1976.

AREAS OF STRENGTH:

Management, Administrative Supervision, Planning and Development, Assessment, Technical, Electronic Technology, and Working Relationships.

LANGUAGES: Bi-Lingual: Spanish/English - Speak, read, write

ADMINISTRATIVE EXPERIENCE:

GREATER LAWRENCE TECHNICAL VOCATIONAL HIGH SCHOOL, ANDOVER, MA.
Administrator/Bilingual Coordinator - duties are to oversee the admission, placement, and counseling of bilingual students. Assist in policy recommendation, school operation on the faculty level and student level. (Oct. ' 88 - Present)

LAWRENCE DISTRICT COURT, LAWRENCE, MA.
Probation Officer - Overall supervision of criminal offenders in the community. Duties included administration, counseling & referrals of probationers, case management, Investigation as well as law enforcement. Also when required represent the judges in many phases of meeting in public sector. (Dec. '87 - Oct.' 88)

DISTRICT ATTORNEY'S OFFICE/ESSEX COUNTY
Program Director - Responsibility included implementation of program goals, assessing programs, staff evaluation and supervision in the District Courts. Responsible for developing comprehension reports, the supervision of District Courts staff, overseeing the diversion restitution account, bookkeeping. (June ' 87- Dec. ' 87)

Program Coordinator - Responsible for screening juvenile cases in the District Court; interfacing with the Assistant District Attorneys as to appropriate prosecution strategy. The development of extended supportive services to clients and families. Networking with the Police Departments, Judges and Probation Departments. (Oct. '84 - June 87)

DEPARTMENT OF SOCIAL SERVICES, LOWELL, MA.
Social Worker - Duties included providing direct services to children and their families; individual and family counseling, case management and crisis intervention. Development of service plans, maintaining working relationships with various service providers and the judicial system. (July ' 83 - Oct. '84)

GREATER LAWRENCE BOYS' CLUB, LAWRENCE, MA.
Individual Service Director - Providing and development of programs for troubled youths involved with the judicial system. Develop and maintain job program incentives to maintain youths in the school system. (Feb. ' 78- June '79)

As a partner agency to the proposed Lawrence Charter School and Family Development Center, the Lawrence Public Library could offer the following resources:

1. Organize and hold a parents and children's night at the Library. Conduct a general orientation and tours of the various departments. Provide opportunities for everyone to acquire library cards.

2. Conduct two 12-week courses in family literacy for a total of 40 parents and their children.

3. Provide supervised access to computer instruction in the literacy lab.

4. Hold in-service training sessions in family literacy for school staff.

5. Loan parent/child family literacy activity kits to school community members.

1995 Charter School Application

CONCEPT PAPER: How Lawrence Heritage State Park can be a resource to the Charter School.

The Lawrence Heritage State Park developed a comprehensive program on Lawrence's History that spans grades K through 12. The purpose of the program is to introduce to students at all grade levels to the history of the City, its growth and development, its contributions as a textile center and to the labor movement, and to focus on Lawrencians who have had an impact on Lawrence and also fields of government, science and the fine arts as national and international figures. All of these units have related opportunities to use the services of the Visitor's Center at the Heritage State Park for field trips, audio-visual presentations, theatrical presentations and additional resource information.

Specifically each unit includes:

- Teacher's guide:
  - introduction and purpose
  - history/language/science lessons to be taught
  - vocabulary development/glossary
  - maps and map skill lessons
  - questions and evaluations
  - bibliography and availability of resources
  - supportive field trip ideas and information for Lawrence Heritage State Parks and Lawrence Visitor's Center
- Student Use Materials (one set,suitable for duplication)
  - texts of grade level readings
  - illustrations of historic buildings, city seal, buildings in the city workers at mill occupations
  - maps and worksheets
  - vocabulary lessons and glossary
  - poetry, short stories, cartoon lessons
  - teacher made activities, science experiments

Supplementary Material for individual units

This park can provide the educational skills to the social studies curriculum. Since 1985 Lawrence Heritage State Park has been training public and private school teachers on how to implement the K-12 History of Lawrence Curriculum. Workshops are provided and take 20 hours to complete. They are followed up with bi-annual evaluations on the effectiveness and the appropriateness to their classrooms.

Aside from the curriculum, this Park can offer; gallery space to display their special projects; a community room for hosting special events; a boating program facility to teach about sailing; customized walking tours of the City; and outdoor nature hikes through our newly created Riverfront State Park.

We welcome the opportunity to work in partnership with the Charter School's Family Development Center, Immigrant City Archives, Merrimack River Watershed Council, Lawrence Youth Coimmission, Young Women's Christian Association, Family Services Association, The Essex Art Center and the Lawrence Public Library. Together, we can achive the mission that the Lawrence Family Development and Education Fund has set out to do.

ESSEX ART CENTER, INC.

351 Essex Street Lawrence Ma 01840

President:
Linda Maddox

Treasurer:
Leslie Costello

Clerk:
Helen Tory

Directors:

Norma Clarke
Casey Coburn
David Meehan
Richard Newman
Rochelle Newman
Wendy Wakeman

Advisory Board:
Elizabeth A. Beland
Robert Lionette
Joseph Short
Jack Armitage

508 685-2343

THE ESSEX ART CENTER

The Essex Art Center is a non-profit organization whose mission is to explore and expose art in the greater Lawrence community. Our belief being that Art is the universal form of communication.

Each art form, be it dance, drama, writing, music, sculpture, painting or drawing relies on the ability to observe and make the necessary connections to communicate personal vision to others. Art, more importantly, is who we are and how we express and project ourselves in life in all its aspects.

Our programs at this time are targeted to teen age groups and adults. We offer an alternative to being in the streets or home alone watching TV. In the course of a week the center offers several different classes so as to appeal to the individual needs of each student.

Classes at the center are taught by professional artists and art majors from various local colleges. Collaboration programs are being set up at this time between the Essex Art Center, the MFA in Boston and the Addison Gallery in Andover for the purpose of expanding our resources in bringing art to Lawrence.

The professional staff of the Essex Art Center will assist in the development of a comprehensive visual arts/ performing arts curriculum for the Charter School and will also be a resource in recruiting working artists/ performers and college visual arts/ performing arts majors.

Working together, Essex Art Center and The Charter School will carry out a visual art/ performing arts curriculum which will build both sequential art skills and a foundation for arts appreciation as a part of valuing both history and the environment.

Sincerely,

Linda Maddox
President

LAWRENCE YOUTH COMMISSION

Family Development Center

PARENT MOBILIZATION PROJECT

CURRICULUM

INTRODUCTION

Families, working in partnership with the school as advocates for academic achievement, will help create an environment where all children have the opportunity to learn. Families , Schools and Communities share the responsibilities for supporting the education of its children. Research on effective schools which demonstrate a response to the needs of the community indicate that school improvement is directly linked to family support of education through the development of their children and school's openness to inclusion of all parents in the life and governance of the school. The Lawrence Youth Commission Parent Mobilization Project believes that parent involvement is a central element in building a foundation for learning in the home, in the school and in the community.

The Lawrence Youth Commission Parent Mobilization Project Curriculum was designed to help parents recognize the value of the knowledge they have within themselves and to use that knowledge to advocate for themselves and for their children.

The workshops in this curriculum build one upon another and review and reinforce information. Using the basic curriculum, the specific workshops may change based on the needs of the adults in attendance and the information shared with one another.

The skills to be developed include decision making and priority setting. Participants will learn the most important questions of an effective advocate: "WHO TO ASK", "WHAT TO ASK" and "WHY"?

The PMP was developed as a school reform project with the intent of increasing participation of parents in public education. The project has prepared immigrant and newcomer parents to become more active participants in the education of their children and in education related activities in Lawrence. Workshops, based upon the teaching of Brazilian educator Paulo Freire, call upon the knowledge and experience of adults facilitating group interaction where adults learn from one another. This training has resulted in a network of Latino parents with a strong commitment to education excellence and community empowerment.

Although the Parent Mobilization Project Curriculum was designed around education issues, the basic skills developed can be used to advocate around issues of the family and personal life including: housing, job training, health services and family well being.

The Parent Mobilization Project Curriculum is offered by the parent advocate Staff of the Lawrence Youth Commission Family Development Center and parent volunteers. Individuals or organizations interested in workshops or training are invited to contact staff for further information

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For additional information, please contact:

Carmen R. Schumann or Grecia Alemany
Lawrence Youth Commission
11 Lawrence Street - Room 615
Lawrence, MA 01840
(508) 683 9963

Lawrence Youth Commission
Family Development Center
Parent Mobilization Project
Curriculum - Outline

HOME:

Parents are a child's first teacher. The foundation for education and the child's development begins in the home.

Self Esteem:

This is the first workshop of the curriculum because through experience we have learned that parents/adults need to see themselves as someone important, able to do whatever it takes to advocate for their children and themselves. In this session parents talk about themselves and their accomplishments in life. Also, parents come to realize that they are the "experts". Nobody knows their children as well as they do. Parents need to recognize their natural initiative to raise their children based on love and skills passed on through the culture and past generations. It is not necessary to have a formal education to be a good parent.

Child Development:

This workshop intends to address some of the questions parents frequently ask. "What should I expect from my child at the age of 2 and what at the age of 4?" "My son doesn't want to share his toys is he a selfish boy?" "When should we expect certain behavior to occur?" Our intention is to give parents a guide not an exact recipe because each child is an individual person. Characteristics of children from birth to 5 years old are reviewed in this session. Parents need to see their role as the child's first teacher begins in infancy and should encourage learning at each stage of development.

Fostering Children's Self Esteem:

During this workshop parents learn the importance of encouraging high self-esteem in their children. Sharing different experiences they lived while growing up, parents relate the impact of those experiences with the ones their children may be having. Parents analyze how comments, actions and reactions lower or raise their children's self-esteem. Using positive, loving language teaches children they are loved and valued. This enables the child to grow, to take risks, to learn.

Creating a Pro-Learning Environment:

Parents knowledge, experiences and skills are resources for their children. Children can learn through playing with their parents. In this session participants create and develop a few educational designs to practice later on with their children. Parents consider expectations of the schools in their native country vs. the expectations of schools here, i.e.: what children should know before entering Kindergarten. Parents will learn to prepare themselves and their children for the transition from home to school.

SCHOOL

School is a municipal service. Children learn best when they recognize that the attitudes and expectations of both home and school overlap

How to Choose your Child School:

Public education is a municipal service. Parents have the right to ask questions regarding school, teachers and curriculum. Understanding the importance of visiting the schools before registering their children and using information to make decisions are some of many skills parents sharpen while attending this session. When parents have an opportunity to choose , the choice should be based on values and criteria important to the family life and qualities of their children's education.

Communicating with the Teacher and Principal:

Teachers knowledge and skills are a resource to parents. Learning what our children learn enables parents to support education at home. What is the role and resposibility of other staff at the school? What services are provided for my child? Is Chapter One for everyone? Is my child reading at the appropriate level. If I don't speak English how can I communicate with my child's teacher?

When the School Evaluates your Child it Evaluates Itself:

In this workshop parents see their continuing role as their child's first teacher. Parents can help with homework, but what about if we don't understand it? What about resources in the community such as the Library? If my child is getting A's and B's what does it mean? Is he/she really getting prepared for the future? Is my child learning what he/she is suppose to? If not what can I do?

Who is Responsible for Discipline?

In this workshop we go back home for a while to remember the way we were raised. How do we discipline our children at home and why? How does the school discipline my child? Is my child really modifying his/her behavior as a consequence of the discipline methods school is implementing? Is the Discipline Code adapted to my child's age? Are learning problems leading to discipline problems?

Educational Law:

There are sources of power outside the school which control and influence outcomes. Many state and federal laws govern education, local communities cannot decide to omit this services. How can we better understand the bilingual program? Should I sign my child's IEP/Individual Education Plan? What can I do if the school can't provide the special services my child needs?

COMMUNITY

A community is a positive environment to raise children and families when its public institutions and residents work together toward mutual goals. The values of the home should be transmitted to schools and other municipal departments which are entrusted with public dollars to provide appropriate and responsive resources. Parents and residents must work together to support actions which benefit the entire community and to change actions or policies which do not.

Responding to collective action:

Schools listen to collective or organized pressure from parents and from the community. Not all parents contact with the school should be negative, parents can organize to support the school more effectively. Any organization which can bring parents together can be seen as an opportunity to raise awareness and to solve problems collectively. How do the PTA and PTO's work? How can I be part of the agenda at those meetings?

School Committee:

In this workshop parents learn that the School as part of a political body its run by elected representatives. Who does the curriculum? Who hires the superintendent? Who elects the school committee? How can I talk to a school committee member in order to communicate some of my concerns? Who can help me to make a presentation to the school committee?

Some Budget Decisions are Political Decisions:

Most cities and towns pay for education through a combination of local taxes, state and federal aid and grants which support education. Many programs are required by law and these costs cannot be cut. As part of this workshop parents compare their budgets at home, and how they make decisions when cuts need to be made to the school budget. Questions such as who makes decisions on where or how those cuts should be made in the school budget? Who sets the priorities? What is an over-ride and how will it impact my child's classroom? How can I have a voice in these decisions?

Family Service Association of Greater Lawrence
430 North Canal Street, Lawrence, Massachusetts 01840 Telephone: (508) 683-9505

Patricia Karl
Lawrence Youth Commission
11 Lawrence Street
Lawrence, MA 01840

Dear Ms. Karl,

Family Service Association of Greater Lawrence (FSAGL) is pleased to write you a letter of support for your submission of a proposal for a charter school for Lawrence. We have previously also supported the submission of the proposal for another charter school because we believe in the concept of specialized schools that can be innovative and responsive to the individualized needs of our community. We are particularly interested in your focus upon the involvement of parents in the educational process of their children.

FSAGL has learned from its programs in the Lawrence Schools about the necessity of the inclusion of families in order to attain the maximum student achievement. We are presently conducting programs for peer leadership (thrcugh a Drug Free Schools grant), a School-linked Services Program (through the Executive Office for Education), a teen leadership program (through the Governor's Alliance Against Drugs), direct counseling, training of Bilingual /bicultural teachers on substance abuse, and consultation. It is critical that these programs employ staff who are bilingual and culturally sensitive to the needs of the population of Lawrence.

If the Charter School is funded, FSAGL is willing to provide a program model of School-linked Services which will coordinate providers to deliver needed services for families. Our experience has taught us the importance of a multi-layered program that integrates the individual family's needs with a responsive service system. Parents can become involved in their children's education when they feel comfortable in a school and their own basic economic and emotional needs are met. FSAGL will also be able to provide direct counseling for individuals, families and groups, and educational and support seminars on parenting, substance abuse and a broad range of mental health issues. FSAGL's professional and multi-disciplinary team includes social workers, psychologists, child psychiatrist, and nurse, some of whom are bilingual/bicultural, with many years of training and experience in this community.

Appendix D)

Letters from community members who support this plan for the Lawrence Family Development Charter School

MARTIN T. MEEHAN
5TH DISTRICT MASSACHUSETTS

1223 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, D.C. 20515
(202) 225-3411

COMMITTEES:
ARMED SERVICES
SUBCOMMITTEE ON MILITARY FORCES AND PERSONNEL
SUBCOMMITTEE ON RESEARCH AND TECHNOLOGY
SUBCOMMITTEE ON READINESS
SMALL BUSINESS
SUBCOMMITTEE ON SBA LEGISLATION AND THE GENERAL ECONOMY
SUBCOMMITTEE ON REGULATION BUSINESS OPPORTUNITIES AND TECHNOLOGY

Congress of the United States
House of Representatives
Washington, DC 20515-2105

DISTRICT OFFICES
11 KEARNEY SQ
LOWELL, MA 01852
(508) 459-0101

BAY STATE BUILDING
11 LAWRENCE ST
SUITE 806
LAWRENCE, MA 01840
(508) 681-6200

WALKER BUILDING
255 MAIN ST
ROOM 102
MARLBOROUGH, MA 01752
(508) 460-9292

Piedad F. Robertson
Secretary
One Ashburton Place
Room 2101
Boston, MA 02108

November 23, 1994

Dear Secretary Robertson:

I am writing to express my enthusiastic support for the Lawrence Family Development and Education Fund, Inc.'s application to open a Family Development Charter School.

I believe that in order for children to succeed in school they must have a strong and supportive family encouraging them to do their best. The Family Development Charter School will work directly to build strong families and communities.

The Lawrence Youth Commission Family Development Center has been a consistent and effective advocate for the family. They have sponsored numerous programs and activities geared to build the self-esteem of young people and to make them more productive members of the community.

I wholeheartedly endorse the work of the Lawrence Family Development Center and urge you to give their application favorable consideration. Thank you.

Marty Meehan

Marty Meehan

PRINTED ON RECYCLED PAPER

THE ANDOVER-DARTMOUTH TEACHERS INSTITUTE

Sponsored by
Dartmouth College and
Phillips Academy

Phillips Academy
Andover, Massachusetts 01810
Tel: ~~(617) 475-3400~~
(508) 475-8291

November 17, 1994

Dr. Piedad Robertson
Executive Office of Education

Dear Dr. Robertson,

I am writing in support of the proposal of the Lawrence Youth Commission to open a charter school in September 1995.

My experience in education is as an instructor of mathematics at Phillips Academy, Andover, for 34 years and Dean of Studies for three years preceding my retirement in 1990. I am currently an adjunct instructor of mathematics at Merrimack College. For the past thirteen years I've directed the Andover-Dartmouth Math Teachers Institute - - a fully-funded, month-long summer program for math teachers from inner city schools in Chicago, Detroit, Dallas, Miami, Philadelphia and Washington. Since retirement I have done considerable volunteer work in the Lawrence Public Schools as Board Chairman of School Volunteers for Lawrence and also directing a small internship program for Latino Lawrence High School students at the Greater Lawrence Family Health Center.

I have discussed this proposal with Patricia Karl, Executive Director of the Lawrence Youth Commission, and I believe that it is educationally very sound. In particular, I especially like:

a. the emphasis on connecting the family with the school and the child's education.

b. the projected size - - from all that I've observed and read, younger children are clearly best served in a small school where each child is known and appreciated and his or her progress is closely followed and where the initiatives of energetic teachers are not stifled by bureaucratic procedures.

c. the determination to hire a staff of highly motivated, enthusiastic teachers - - teachers who are open to innovative approaches, who will have high expectations, and who do not place a premium on seniority or tenure as a means of guaranteeing continuation of their contracts. The intention to hire good mix of experienced professionals together with young teachers

who bring special energy and fresh ideas to the school is right on target to my way of thinking.

I have worked Ms. Karl on the Board of School Volunteers for Lawrence for the past five years. I have great confidence in her integrity, her commitment to the development and education of children from diverse backgrounds, her good judgment, and her effectiveness as a leader.

I believe that the proposed charter school is one that clearly deserves the strong support of the State.

Sincerely,

Frank Eccles

Frank Eccles

ANGELA HARTY
6 Jackson Terrace
Lawrence, Massachusetts 01840
(508) 682-7257

November 10, 1994

Dr. Piedad Robertson
Secretary of Education
commonwealth of Massachusetts
1 Ashburton Place
Boston, Massachusetts 02108

Re: The Lawrence Charter School and Family Development Center

Dear Dr. Robertson:

I am writing this letter in support of the application for Charter from the Lawrence Charter School and Family Development Center. I am a life-long resident of the City of Lawrence and feel strongly that this proposal can only benefit the citizens of Lawrence and help to address the drop-out rate, teen pregnancy issue and reduce crime. The program that will be available for parents' education can only be a positive step for Lawrence.

I am involved in many city and non-profit organizations in Lawrence (*i.e.*, Treasurer - Lawrence Planning and Development Corporation, Board Member - Lawrence Family and Development Fund, and Board Member - Arts for Lawrence). I am also a health care professional working as a registered radiological technologist. I have been working in the field for thirty years for both a private physician and a local hospital. This has exposed me to many different needs in the community. Therefore, I feel strongly we will all benefit in every aspect with the gaining of this Charter.

Sincerely,

Angela Harty

Angela Harty, Chair Person
Lawrence Youth Commission

Angela M. (Santana) Sarkis
108 Arrott House
Las Vegas, NM 87701

November 18, 1994

Dr. Peidad Robertson
Exec. Secretary of Education
Commonwealth of Massachusetts
One Ashburton Place - Rm 1401
Boston, MA 02108

Dear Dr. Robertson:

I would like to take this opportunity to commend Patricia Karl and her staff for their work on the Charter School application. After reading the proposal, I felt great satisfaction in the knowledge that Lawrence has been given the chance to apply for a program that will greatly benefit the children of the city. Being a graduate student and a native of Lawrence, I can appreciate the value of quality education and the struggles that the public school system must weather to achieve this goal. I cannot stress enough the importance of a Charter School in Lawrence. Not only will children receive the education that they so badly require, but also receive a sense of belonging since the school will be bilingual.

Growing up in the Lawrence School system did not offer many opportunities to become culturally aware of myself or others. I was often met with surprise when I placed in "regular" classes instead of "The Bilingual". In high school, my Hispanics friends called me "Miss Academic" because I was one of the few Hispanics in the higher level courses. It felt almost wrong to want to achieve. Even when I was accepted to Brandeis University, I did not feel worthy of the acceptance and believed (and probably still do) that I was filling a quota. Whether it was true or not, I believe that Had I not thought in such a negative way, I would have reached my true potential at the University.

In short, my point is that a school that is equal in its bilingual instruction, one that helps bilingual students achieve their maximum potential, one that lifts the self-esteem and confidence, and, especially, one that tells a bilingual child "You can and will achieve all that is possible, no matter what the circumstances, no matter what the challenges", is a school that is 100% dedicated to education and is desperately needed in Lawrence. I believe, strongly, the should the Charter School in Lawrence be approved, these goals will be met along with quality education meeting the needs of the students in the City of Lawrence.

Sincerely,

Angela M. Sarkis
Candidate - Master's In Curriculum & Instruction
B.A. English Literature

Lawrence, MA
Noviembre 16, 1994

Sres.
Lawrence Charter School and Family Development Center
Programa: Aplicacion para el Charter School 1995

Estimados Senores:

La comunidad hispana de Lawrence esta ofreciendo su total respaldo al proyecto, "Aplicacion para el Charter School 1995" y quien suscribe se siente muy honrada de manifestar su apoyo a los responsables de ejecutar dicho programa.

Atendiendo a la problematica educacional que existe en esta comunidad, y a la precaria participacion escolar de los padres, y para que los estudiantes puedan demostrar su auto-disciplina en un ambiente que lo pueda ayudar al aprendizaje: libre de drogas, violencia y de tantas otras distracciones negativas que actualmente les afectan.

Como persona sensible y preocupada por los problemas que de una u otra forma afectan nuestra comunidad, doy fe de mi apoyo a este proyecto que tiene un objetivo filosofico de aprendizaje escolar.

Atte. María Suarez
María Suarez
Propietaria
Calugi Fashion'S
97 Jackson St
Lawrence, MA

November 14, 1994

Mrs. Patricia Karl
Family Development Center
11 Lawrence Street
Lawrence Ma. 01841

Dear Mrs. Karl

I am writing to you with my best intentions of supporting your Charter School proposal. This school not only is needed in this community as a model for others to follow, but it will be an answer to so many parents prayers.

Parents like me who has to send their children to parochial schools just because of the lack of trust in public education have to support such a project for two basic reasons:

1) The United States Constitution guarantees quality education for all children living in this country, and even when we pay that education with our taxes this is clearly not happening. In order to see my children's academic progress I have to send them to a private school.

2) Private or public schools do not offer parents a full participation as the Charter School does. I am really excited to see that someone in this city is taking into consideration parents to develop the school curriculum. Parents have so much to offer and few opportunities to participate.

Mrs. Karl, as a business person I can't count the benefits a school working along with the family as a whole will bring to this community, but as a parent I know for sure it will change the direction education is heading today.

Best wishes and I hope we get the Charter School in Lawrence very soon!

Respectfully yours,

Manuel De Jesus Lara
Capricornio Restaurant

Capricornio Restaurant
216 Hampshire Street • Lawrence, Massachusetts

Mrs. Patricia Karl
Lawrence Youth Commission
Lawrence, Massachusetts

Saludos!

It gives me great pleasure to write a letter of support for the 1995 Charter School proposal. The importance and need exists to educate and support parents in the interest of their truly being able to support their children educational endeavors. Many parents in the Lawrence community love and support their children, but do not have the skills or the level of comfort with reading or schoolwork which is necessary to support their children in the realm of education.

In the interest of the holistic health of the child and the family it is important to realize the impact of the physical health of the child on his/her ability to perform and interact with others. Improvement of child and family well being by providing training, counseling and health services that stress school success, local empowerment, and prevention will integrate family, school, and community and strengthen the foundation of all three.

It is encouraging that this school will provide opportunities for staff development which will increase their understanding of cultural/language needs of families. This is something that is long overdue. As a Latin women growing up in the school system of Lawrence I have always felt that teachers should also have been educated on the Latin culture, just as Latin students were being trained in the Anglo culture. This would have allowed better understanding of the needs of students. This will prepare all students, teachers, and parents for productive lives, and it will enhance and foster their skills in learning from each other.

Best wishes,

Catalina Pineiro
Administrative Assistant

De Jesus & Associates
Accountant Office • Travel Agency
Accountant • Auditor • Financial Proposal • Commercial Study • Income Tax Returns • All Major Airlines

November 16,1994

Mrs. Patricia Karl
The Lawrence Family Development and Education Fund, Inc.
11 Lawrence Street
6th Floor - Room 615
Lawrence, MA 01840

Dear Mrs. Karl:

As a person who owns a local business, has children in public schools and lives in the City of Lawrence, I am writing to strongly support the Lawrence Charter School and Family Development Center application.

To have a school in which parents and teachers work together is not a new idea, what is new about it is to have an organization willing to start that endeavor. Of course, our support is requested and I feel we need to be steadfast in our decision to help make this project a dream come true.

As a parent I'm very concerned about the quality of education my children are receiving today. There are many unanswered questions. How are those over crowded classrooms affecting their learning process? How will they contribute to the future of this community if they are not getting the basic skills they need to get a job?

Lawrence is a poor city where vandalism, gangs, and arson are a disgraceful reality, but most of these problems are rooted in a poor education system. It is never too late to try to bring back some enthusiasm to our youth. I hope the Massachusetts Department of Education can see the Charter School your organization is trying to establish in Lawrence as a means to develop better students, better citizens and nevertheless a better community.

Sincerely,

Nestor de Jesus

311 Broadway • Lawrence, MA 01841 • Tel. (508) 681-0422

Department of Training and Development

11 Lawrence Street. 6th Floor
Lawrence. MA 01840
(508) 683-4202
(508) 683-9963
Fax (508) 794-2552

January 31. 1995

Ms. Piedad F. Robertson
Secretary of Education
One Ashburton Place, Room 1401
Boston. MA 02108

Dear Secretary Robertson:

As a board member of the Lawrence Family Development and Education Fund and Deputy Director of the Department of Training and Development (DTD), I strongly support the Charter School proposal being submitted by the Lawrence Youth Commission and the Lawrence Family Development Center.

I have been involved in developing and implementing alternative education programming for over 15 years for youth and adults. Programs which provide options for parental involvement have continually proven to have an immense impact on the academic success of children and parents. Our agency is committed to supporting this project's implementation.

It is very exciting that the Commonwealth is supporting innovative approaches to education. We are most pleased with your preliminary review of our proposal. Please let me know if I can be of any further assistance as you commence your final review process.

Sincerely.

Barbara A. Zeimetz
Deputy Director

BAZ/af

cc: Patricia Karl. Executive Director
file

The Commonwealth of Massachusetts
House of Representatives
State House, Boston 02133-1053

REPRESENTATIVE
DONNA FOURNIER CUOMO
14TH ESSEX DISTRICT
ROOM 138 STATE HOUSE
TEL. 617-722-2396

Committees:
Criminal Justice
Housing and Urban Development

BETH ANNE BARRY
LEGISLATIVE AIDE

November 17, 1994

Dr. Piedad Robertson
Secretary of Education
1 Ashburton Place Room 1401
Boston, MA 02108

Dear Secretary Robertson:

I am writing in strong support of the Lawrence Youth Commission's application for a Family Development Charter School for the city of Lawrence.

As a State Representative from Lawrence, as well as a former teacher, I am deeply concerned about the educational environment in the city. We are desperately in need of more parental involvement in education in order to foster academic achievement in a city which is struggling to overcome serious economic problems.

The opening of a Lawrence Charter School and Family Development Center will bring back to the city a true sense of family values and responsibility. Lawrence community leaders, and school staff are ready and willing to work hard to make the development of this center a major success.

If you have any questions or concerns regarding this matter, please feel free to contact me. I look forward to hearing from you soon.

Sincerely,

Donna Fournier Cuomo

Donna Fournier Cuomo
STATE REPRESENTATIVE

cc: Mrs. Patricia Karl

10 Trenton St.
Lawrence, MA
01841

November 18, 1994

Dr. Piedad F. Robertson
Secretary of Education
Commonwealth of Massachusetts
Executive Office of Education
One Ashbarton Place
Boston, MA 02108

Dear Dr. Robertson:

Please accept this letter in support of the Lawrence Family Development and Education Fund, Inc.'s application. As I am certain, you are aware of the evident need for educational alternatives in the City of Lawrence and how critical it is for it's future. As a parent and resident I have great concern regarding the opportunities available to my children.

Through my work I have been fortunate to have been involved with the staff and participants of the Lawrence Youth Commission and its City CORE program. Their work can be seen through out the community. The dedication and quality is clearly reflected on the positive impact these program has on it's participants.

It is for this reason that I firmly believe that education and programs of this nature will be the determinant factor in guiding the direction Lawrence will follow. The ability to provide this type of programs will give the opportunity to many Lawrencians to strengthen their family structure. It will also help our youth and parents to develop a strong foundation from which to build our city's future.

I urge you to give your utmost consideration to this application. Thank You.

Respectfully,

Efrain Rolon

ER/

ABBOT AND DOROTHY H. STEVENS FOUNDATION
NATHANIEL AND ELIZABETH P. STEVENS FOUNDATION
P.O. Box 111
North Andover, Massachusetts 01845

January 30, 1995

Dr. Piedad Robertson
Secretary of Education
Commonwealth of Masschusetts
One Ashburton Place
Boston, MA 02108

Dear Dr. Robertson:

As a person who went through the Lawrence Public School system many years ago, and one who has been disappointed in the quality of education in recent years, I write to voice my strong support of the Application from the Lawrence Family Development and Education Fund, Inc. to establish the Lawrence Charter School and Family Development Center in Lawrence, Massachusetts.

We have all heard "if it isn't broken, don't fix it". Well, it may not be broken, but our school system certainly needs some 'fixing'. Our children are not getting the education they deserve. Over-crowded classrooms; high drop-out rate; no incentives to excel; language barriers, etc. all contribute to the lack of interest among students today. Somewhere along the way, the goal for excellence in education has disappeared in many classrooms. Mediocrity should not be accepted as normal. Children need to feel important in a classroom - they need the same special attention and the comfort of learning that they experienced when they were being taught their first words at home.

A Charter School, with teachers and parents working together, can bring back what is missing in many public schools today. Parental involvement will be a key component in the skill development curriculum offered to Charter School students. That involvement, combined with the teachers' new, innovative methods of classroom instruction, will result in classrooms of enthusiastic children, teachers and parents. We need to get back to the basics of teaching our children, while showing them that learning can be fun.

Lawrence, Massachusetts, is a high minority city, and it is vital to reach out to the parents to include them in the planning and execution of programs for their children. Many cities have forgotten to put out a welcome mat for the newcomers. We must remember to do that if we are going to succeed in our quest for the finest possible education for Charter School students. In addition, parents must be offered workshops on varied issues, i.e.,

ABBOT AND DOROTHY H. STEVENS FOUNDATION
NATHANIEL AND ELIZABETH P. STEVENS FOUNDATION
P.O. Box 111
North Andover, Massachusetts 01845

ESL and family literacy; alcohol and substance abuse prevention; health counseling; linkages to job training, etc. A successful Charter School can be teaching two generations at the same time.

The positive results of a Charter School would be numerous - - motivated teachers experimenting in their educational laboratories; involved parents who, while learning themselves, will have a say in the quality of education for their children; and, finally, students who will benefit from both of the above, while being better prepared to enter adulthood. Children must be taught in such a way that they want to learn and they want to excel.

I hope careful consideration will be given to the application from Lawrence Family Development and Education Fund, Inc. We know what needs to be done to create a successful Charter School in Lawrence, and we would like the opportunity to prove it.

Sincerely yours,

Elizabeth A. Beland
Administrator

Eric J. Kfoury
Attorney at Law

14 Westwood Terrace
Lawrence, Massachusetts 01843
(508) 682-5900

November 16, 1994

Dr. Piedad F. Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Dear Dr. Robertson:

Please accept this letter in support of The Lawrence Family Development and Education Fund, Inc.'s application for a Lawrence Charter School and Family Development Center. Having been involved with City C.O.R.E. and the Lawrence Youth Commission on a couple of projects, I can attest to the excellent job being accomplished by the staff and, more importantly, by the children in serving their community.

Clearly, the sense of community, achievement, and self-worth are being appreciated by the youth leaders of City C.O.R.E.. Perhaps, for the first time, their talents are being appreciated; not only by others, but by themselves. However, it is necessary to compliment their desire to be a positive part of society with an academic base from which they can excel. Such would best be fostered, not in a conventional classroom, but rather, in an environment of family interaction.

Cities like Lawrence have always served as a front door to what advantages lie in our social and economic fabric. It is the obligation of our public educational system to supply the necessary tools which will allow all people to move beyond this door and provide for themselves and their families the best in what today's world offers. The Lawrence Charter School and Family Development Center would go a long way in meeting this obligation.

As one of its residents, I strongly urge your office grant the Charter needed to help complete the educational needs of Lawrence.

Very truly yours,

Eric J. Kfoury, Esq.

cc. Patricia Karl

ESSEX ART CENTER, INC.

351 Essex Street Lawrence Ma 01840

November 15, 1994

Dr. Piedad F. Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Dr. Robertson,

This is a letter in support of the proposed Lawrence Charter School and Family Development Center in Lawrence, Massachusetts.

The Lawrence Charter School and Family Development Center would be one more step in improving the Greater Lawrence area while allowing families a choice in educational programs. The proposed Charter School will create an institution that parents will feel involved and effective in the development of their children. The concept, a triad partnership of teacher-parent-child, will achieve a relationship where responsibility is shared by all participants. Success for the students is inevitable when supported by a dedicated team.

The betterment of Lawrence by providing new formal educational opportunities will be a gradual process of one step at a time. But The Lawrence Charter School and Family Development Center will be an excellent way to provide a fresh approach in taking this new step.

Sincerely,

Linda Maddox
President

President:
Linda Maddox

Treasurer:
Leslie Costello

Clerk:
Helen Tory

Directors:

Norma Clarke
Casey Coburn
David Meehan
Richard Newman
Rochelle Newman
Wendy Wakeman

Advisory Board:
Elizabeth A. Beland
Robert Lionette
Joseph Short
Jack Armitage

508 685-2343

FIRST ESSEX BANK, FSB

January 31, 1995

Piedad F. Robertson
Secretary of Education
One Ashburton Place, Room 1401
Boston, MA 002108

Dear Secretary Robertson:

As President of the First Essex Bank, President of the Lower Merrimack Valley Regional Employment Board (LMVREB), and as a Board Member of The Lawrence Family Development and Education Fund, Inc., I am pleased to support the Lawrence Youth Commission and Lawrence Family Development Center in its application for a Charter School through the Education Reform Act.

The LMVREB currently funds a number of alternative education initiatives throughout the Valley. As both President of the LMVREB and an employer it is essential that innovative approaches such as those contained in the Lawrence Charter School and Family Development Center proposal be developed if we are to insure the academic and economic vitality of our state and region in the future.

Please let me know if I can provide any additional assistance or information.

Yours truly,

Leonard A. Wilson
President

LAW/fjg

Post Office Box 1000, Lawrence, MA 1842 Telephone 508/681-7500

The Eagle-Tribune

The Eagle-Tribune Sunday Eagle-Tribune

November 4, 1994

Dr. Piedad Robertson
Secretary of Education
Commonwealth of Massachusetts
Executive Office of Education
One Ashburton Place
Boston, Ma. 02108

Dear Dr. Robertson:

As a member of the Board of Directors of the Lawrence Family Development and Educational Fund, Inc. and as a 20-plus year observer of the Greater Lawrence Community, I am enthusiastic about the Fund's Charter School Application.

Lawrence, as you know, is a city in crisis, a crisis that transcends government and officialdom. It is a crisis of poverty, lack of family stability, the ever-present temptation of drug and alcohol abuse and of multi-general welfare dependency. The only solution is to find for our young people a sense of belonging and stability, the sort of sense that only a family can provide.

A school that involves the entire family in the educational process will undoubtedly produce the only viable atmosphere for learning many of these children will ever experience.

I hope you will give this proposal every consideration.

With every good wish,

Daniel J. Warner, Sr.
Editor

DJW/lah

Pulitzer Prize Winner

Box One Hundred Lawrence, MA 01842 Telephone (508) 685-1000
Advertising FAX (508) 685-1588 Newsroom FAX (508) 687-6045

GREATER LAWRENCE COMMUNITY ACTION COUNCIL, INC.

Greater Lawrence Community Action Council, Inc.

ADMINISTRATION

350 ESSEX STREET, LAWRENCE, MASSACHUSETTS 01840

TELEPHONE: (508) 681-4900 FAX: (508) 681-4949

PHILIP F. LAVERRIERE, SR.
Executive Director

CHARLES L. LOPIANO
Assistant Executive Director

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President

CHARLES F. PERRAULT, Esq.
Vice President

MARIA ROSATI
Treasurer

THOMAS CANTONE
Secretary

November 14, 1994

Dr. Piedad F. Robertson
Secretary of Education
Executive Office of Education
Commonwealth of Massachusetts
One Ashburton Place
Boston, MA 02108

Dear Dr. Robertson:

I am writing to you in support of the Lawrence Youth Commission (LYC) Charter School Application through the Lawrence Family Development and Education Fund, Inc.

The Greater Lawrence Community Action Council, Inc. (GLCAC, Inc.), has worked with the LYC staff since its inception many years ago on many issues and programs involving youth and their families. The philosophy of LCSFDC to integrate family and cultural values into the curriculum is a process that has proven success, as we have found, for example, in the local Head Start Program. The planned interventions are part of a model that can work.

We have reviewed the proposed mission, goals and objectives for academic and non academic activities and find them consistent with community needs.

We wish them the best of luck and endorse this proposal.

Sincerely,

Charles L. LoPiano
Assistant Executive Director

CLL/rel

cc: Philip F. Laverriere, Sr.
Executive Director

FROM THE DESK OF

FARGO EXPRESS

253-BROADWAY ST

November 15, 1994

Mrs. Patricia Karl
The Lawrence Family Development Center
11 Lawrence Street
Lawrence, MA . 01841

Dear Mrs. Karl:

I am writing to you to offer my support on your project. The Charter School and the Family Development Center is an opportunity for healthy growth, learning and progress of the families in this city.

I have been talking to other business people in the area and most of them agree we need a change. Change can only be positive and effective if everyone is involved. Your organization is offering this community an excellent opportunity to effect such a change. As a parent I am willing to work with you and your staff to bring the Charter School to Lawrence. I also would like to volunteer some of my teaching skills if you ever need them.

Education is the base of society. Families can only be strong if education is equally provided. I certainly hope the committee in charge of the approval of your proposal realizes the importance of bringing a Charter School that educates teachers, students an parents to a community like Lawrence.

I wish you good luck !

Sincerely,

Felix Rodriguez

34 Haverhill Street • Lawrence, Massachusetts 01841-2884
(508) 686-0090 • Fax (508) 687-9728

November 18, 1994.

Dr. Piedad Robertson
Executive Office Education
Commonwealth of Massachusetts

Dear Dr. Robertson,

This Letter is written in support of the efforts of the Family Development Center and the Lawrence Youth Commission to secure state approval and backing for a Family Development Charter School in Lawrence.

The Greater Lawrence Family Health Center is strongly committed to the purposes outlined in the application. We view the Health Center as being able to play a significant role in that aspect of the proposed curriculum which stresses:.... *"Children and their families will have access to a web of coordinated quality services to enhance their ability to learn, including regular health care.....services."*

The Greater Lawrence Family Health Center currently is the physician of record for nearly 30% of Lawrence's families. By 1997, under our planned expansion, over half of the families in Lawrence will be Health Center patients. As an employer of 13 family practice physicians, the sponsor of the Lawrence Family Practice Residency, and the sponsoring agency for state-funded family support services in the areas of HIV, maternal and child health, and adolescent health, we believe that we have a natural connection with the family-oriented goals and objectives of the Family Development Charter School.

We urge you to support this program.

Sincerely yours,

Edith H. Mas

Edith H. Mas
Executive Director

LAWRENCE BRANCH
40 Lawrence Street
Lawrence, Massachusetts 01840
508/686-6191

November 19, 1994

Ms. Piedad Robertson
Secretary of Education
1 Ashburton Place
Boston, MA 02110

Dear Ms. Robertson,

On behalf of The Merrimack Valley YMCA's Lawrence Branch, I am writing to wholeheartedly support The Lawrence Family Development & Education's proposal for a Charter School and Family Development Center.

The mission and philosophy of the Charter School closely mirror those of our Organization with regards to family involvement and the development of our cities youth.

Unfortunately we are painfully aware of the extremely difficult job of educating the youth of Lawrence due to the severe problems we face and of the extraordinarily high drop out rate in our city.

It is without question that the awarding of this Charter School and Family Development Center Application would go a long way towards solving some of the major educational problems of our city.

We fully support this application and encourage the decision makers to endorse this much needed Charter School for our city.

Please feel free to contact me if you need any further assistance.

Sincerely,

Walter Kimball
Executive Director

WK/dm

James R. Arnold
The Divinity School
Harvard University
45 Francis Ave.
Cambridge, MA 02138

15 November 1994

Dr. Piedad F. Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Re: Charter Application of Lawrence Charter School and Famly Development Center

Dr. Robertson:

I am CEO of *Hoops for Hope*, a charity I founded that delivers recreational facilities and educational services to Lawrence children who live in poverty.

This, coupled with my current enrollment in Harvard Divinity's Program in Religion and Secondary Education has provided me with perspective enough to recognize Patricia Karl as a competent and capable leader; her Lawrence Youth Commission and City C.O.R.E. programs are exemplary products of her efforts.

Her charter school proposal addresses the primary crisis undermining Lawrence: lack of family structure and/or role models. Patricia Karl has the experience, resources and foresight necessary to make her proposal work. I encourage you to approve her application.

Sincerely,

James R. Arnold

I have A Dream

Lawrence, Ma

November 18. 1994

Dr. Piedad Robertson

Dear Dr. Robertson,

Having been exposed to the inner city problems of Lawrence, and its school system. through the ***"I HAVE A DREAM"***[R] **- Lawrence** program which encompasses 62 children of this city, I have become increasingly impressed with the need to provide alternative approaches to educating youth in this city. The present public school system is largely a monolith which provides little flexibility in programming, stultifies teaching techniques, and has proven to be ineffective in motivating parent interaction. The charter school concept would seem to allow new and more personal approaches to educating our youth, and its success will be simply measured by the public's desire to send their children to that school (this measure is a stark contrast to the default system in place with the public school system).

In addition to the need for diversity in our educational system. I am personally impressed with the qualifications of one member of the team who is submitting an application to open the Family Development Charter School -- namely Patricia Karl. Pat has demonstrated through her background not only a wealth of experience in education, but as Executive Director of the Lawrence Youth Commission, Pat has acquired considerable knowledge about this community, and has many proven successes, such as the City C.O.R.E. program.

I applaud your efforts to develop the charter school concept in Massachusetts. and sincerely hope that you will allow the city of Lawrence to expand in this direction as quickly as possible. This is a concept which must be tried, and developed, for we have clearly proven that the present public school system not only is not working well. but is essentially beyond repair.

Sincerely,

R. Kingman Webster, Sponsor
"I HAVE A DREAM"[R] **- Lawrence**

nsors:
ingman Webster
ee Webster

ject
rdinators:
awna M. Zajac
avid A. Perez

visory
mittee:
William Carey
Rafaelina Cordero
Patricia Karl
Richard Lawrence
Kathy Rodger
Kenneth Seifert
Peter Vanier

Tamys Lane
ncover. MA 01810

el: 508-475-0951
ax: 508-475-1215

COMMONWEALTH OF MASSACHUSETTS

MASSACHUSETTS SENATE

STATE HOUSE, BOSTON 02133-1053

SENATOR JOHN D. O'BRIEN
SECOND ESSEX AND
MIDDLESEX DISTRICT
ROOM 520
TEL. (617) 722-1612
LOCAL PHONE (508) 475-8478

COMMITTEES:
COUNTIES
(CHAIRMAN)
CRIMINAL JUSTICE
LOCAL AFFAIRS
PUBLIC SERVICE
SCIENCE AND TECHNOLOGY

November 18, 1994

Piedad F. Robertson
Secretary
One Ashburton Place
Room 2101
Boston, MA 02108

Dear Secretary Robertson:

I am pleased to offer my support for the Lawrence Family Development and Education Fund, Inc.'s application to open a Family Development Charter School.

The aim of the Family Development Charter School is to focus on the family as the core foundation for student success in education. As the family unit grows stronger a child will benefit from being raised in a stable and secure environment. This will enable the child to grow and flourish in all areas in life, including education. The motto of this esteemed organization is "strengthening families...building communities," a mission that the Lawrence Youth Commission has committed itself to fulfilling.

The Lawrence Youth Commission Family Development Center has been a leader in providing both imaginative and ingenious methods to strengthen families in our communities. In fact, the organization has initiated numerous programs designed to meet this goal. Sponsored activities include programs to build self esteem and minority training and counseling. In addition, the organization strives to encourage young people to serve as role models in their neighborhoods by teaching the value of service in one's community. The Lawrence Youth Commission offers a variety of services to strengthen the academic component of young people's lives in the hope of promoting overall academic achievement in the future.

As the State Senator elected to represent the City of Lawrence, I am pleased to join with members of the Lawrence community to support this project. In my view, the Lawrence Youth Commission is a fine organization deserving of this opportunity to create a Family Development Charter School. Please do not hesitate to contact me if I can be of any further assistance to you with this matter.

Sincerely,

John D. O'Brien

John D. O'Brien
State Senator
Second Essex and
Middlesex District

JOB:da

GREATER LAWRENCE HABITAT
FOR HUMANITY, INC.

P.O. BOX 233
LAWRENCE, MA 01842
508-681-3853

November 14, 1994

Dr. Piedad Robertson
Executive Office of Education
Commonwealth of Massachusetts

Dear Dr. Robertson:

I would like to offer the support of the Greater Lawrence Habitat For Humanity on behalf of the Lawrence Youth Commission in their efforts to begin a Family Development Charter School. Lawrence Habitat offers this support based on past experiences working with the Lawrence Youth Commission in our common goal of improving life in Lawrence by building community.

Lawrence is today a vibrant city with many organizations working towards improving the quality of life. It is the belief and mission of Habitat that one avenue in working towards this goal is through community building. Lawrence Habitat attempts to accomplish this goal by building simple adequate housing and providing the opportunity for home ownership in partnership with people in need within the Lawrence community. The next logical step in this process is improving the quality and availability of education. We believe that a Family Development Charter School will help fulfill this need.

Sincerely,

Richard F. Cummings

Richard F. Cummings
Executive Director

NORTHERN ESSEX COMMUNITY COLLEGE

ELLIOTT WAY · HAVERHILL, MASSACHUSETTS 01830-2399 TELEPHONE 508/374-3855 · FAX 508/374-3723

February 1, 1995

Dr. Piedad F. Robertson
Secretary of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Dear Dr. Robertson:

I am very pleased to write this letter in support of the proposal submitted to you by the Lawrence Family Development and Education Fund in collaboration with the Lawrence Youth Commission, for designation as a Charter School.

As a strong supporter of the Lawrence Youth Commission, I have seen, first-hand, the progress made in the City of Lawrence which can be directly attributed to the Commission's efforts. The "core philosophy" of the proposed Lawrence Charter School and Family Development Center builds on those efforts by fostering an environment which encourages opportunity and excellence.

I do hope that this proposal receives a favorable review. Please contact me if I can be of further assistance.

Sincerely,

John R. Dimitry
President

JRD:cgp

COLLEGE OF EDUCATION

UNIVERSITY OF MASSACHUSETTS LOWELL

February 13, 1995

Dr. Piedad Robertson
Secretary of Education
Commonwealth of Massachusetts
One Ashburton Place
Boston, MA 02108

Dear Dr. Robertson,

I write to you in support of the proposal from the families in the Lawrence community who are collaborating with the Lawrence Youth Commission, and the Board of the Lawrence Family Development and Education Fund, Inc. to establish a charter school which focuses on family partnership as a major vehicle for children's success. Their work together has produced another fine option to provide children and families with a quality education.

One of the important features of our state's 1993 Education Reform Act was setting parameters for new opportunities for old problems--and in this case, the problem is the effective education of poor, non-mainstream populations in our schools. The partnerships proposed in this new school will offer the best efforts from several resources in the Lawrence community, to serve its future generations and its future.

As an educator whose primary research is in the area of family/school partnerships, I believe this to be an endeavor that can only strengthen education in the Lawrence community. The application process itself has been an educative, empowering tool, bringing even more of its constituents together to support the education of their children. I urge your approval of this important innovative approach to education of children in the Lawrence community.

Sincerely,

Joyce Taylor Gibson, Ph.D.
Assistant Professor of Education

Donald E. Pierson, Ph.D., Professor of education and Dean
Weil Campus • One University Avenue • Lowell, MA 01854
508-934-4601 • FAX-934-3005

JULIA'S TRAVEL AGENCY
67 ~~185~~ Jackson Street
Lawrence, Massachusetts 01841
(617) 685-7727 or 685-0209

November 18, 1994

Dr. Piedad Robertson
Secretary of Education
Commonwealth of Massachusetts
One Ashburton Place
Boston, MA. 02108

Dear Dr. Robertson:

I am pleased to write in support of the application from the Lawrence Family Development and Education Fund, Inc. to seek eligibility for charter to establish the Lawrence Charter School and Family Development Center in Lawrence, Massachusetts to open in September, 1995.

As a Boardmember of this organization and as a citizen of the City of Lawrence, I strongly feel there is no other agency as capable of handling such a center considering Lawrence's diverse ethic population, as the Lawrence Family Development and Education Fund, Inc.

Its mission States that strong Families, working in partnership with the school as advocates for academic achievement will create an environment where every child has the opportunity to acquire the skills and habits of mind that foster life long learning, citizen participation and personal fulfillment.

I feel with the mission statement above describes in a nutshell all the benefits the parents as well as the children of the city of Lawrence will receive by the formation of the Lawrence Charter School and Family Development Center.

I encourage you to look closely at this proposal and vote favorably in its behalf.

Sincerely,

Julia I. Silverio
Travel Consultant

JIS/mn

LAW OFFICE
VIRGINIA S. KEATEN
ATTORNEY AT LAW
P.O. BOX 5004
ANDOVER, MASSACHUSETTS 01810-1013
(508) 689-9988

February 10, 1995

Dr. Piedad Robertson
Secreatry of Education, Comm. of Mass.
One Ashburton Place
Boston, MA 02108

RE: Lawrence Charter School and Family Development Center

Dear Dr. Robertson:

I am writing in support of the application from the Lawrence Family Development and Education Fund, Inc. to seek eligibility for a charter to establish the Lawrence Charter School and Family Development Center in Lawrence, MA to open in Sept., 1995.

Currently serving on the Board of Directors of the Lawrence Family Development and Education Fund, Inc. , I am a former teacher and child welfare worker with predominately Spanish-speaking urban children in Boston and in Denver. As a Director and Past President of the Merrimack Valley Chamber of Commerce, I have been active in the Lawrence business-education collaborative and serve as a Director of its newly expanded group, Partners in Education. Finally, my observations participating in the Regional Employment Board's School to Work strategy sessions as a Director convince me that this applying organization has already been working the family involvement approach since its inception. Its Board includes members of several Latino families who have drawn in more and more parents or whoever is representative of an individual child's support network. What particularly impresses me is that this group is already modelling a broad-based cultural inclusion working with parents out, so to speak, rather than talking about involving families but actually planning for them.

I hope you will give every consideration to this proposal, and thank you.

Very truly yours,

Virginia Keaten

vSK/nf

KGR INC.
60 ISLAND STREET
P.O. BOX 373
LAWRENCE, MASS. 01842
TEL. (508) 683-5999
FAX (508) 685-2335

February 10, 1995

Dr. Piedad Robertson
Secretary of Education
Commonwealth of Massachusetts
One Ashburton Place
Boston, Massachusetts 02108

Dear Dr. Robertson:

I am very happy to write a letter in support of the Lawrence Family Development and Education Fund, Inc's application to establish a Charter School in Lawrence, Massachusetts.

As a businessman in Lawrence, I wholeheartedly endorse the concept of a Charter School which would encourage parent involvement and family development training. Innovative educational programs such as this one could provide students and parents alike with a comprehensive education, not merely an academic one.

It has been my experience that parental involvement is a critical success factor for students, particularly those who are non-native English speaking. Through my involvement with other innovative programs in the Lawrence Schools like PALS (Phillips Academy/Leonard School), I have learned that getting parents involved in the education of their children enhances the students' experiences tremendously.

I would be very proud to support an innovative program such as this in Lawrence, and I am confident that the Lawrence Family Development and Education Fund, Inc. has the experience and commitment to establish a model Charter School.

Sincerely,

Chester F. Sidell
President

CFS/bg

The Spirit is Working
Lawrence
Community Development Department
225 Essex Street, Lawrence, MA 01840
Telephone (508) 794-5891 FAX (508) 683-4894
An Equal Opportunity Employer

February 8, 1995

Dr. Piedad Robertson
Executive Office of Education

RE: FAMILY DEVELOPMENT CENTER
CHARTER SCHOOL APPLICATION

This letter is sent in support of the Lawrence Family Development Center's application to become a Charter School. Having worked closely with Patricia Karl, the Executive Director of the Lawrence Youth Commission, and experiencing first hand the difference her philosophy in program development has meant to the youth of Lawrence City C.O.R.E., I am confident that the proposed Lawrence Charter School and Family Development Center can and will succeed in our City.

The high percentage of Hispanic/Latino families in Lawrence, especially the high numbers of those who are illiterate in their native language, poses unique challenges in educating a very large portion of the people of Lawrence. The City needs a school that recognizes the attendant difficulties in educating young and old alike who come from such a background.

Encouraging and strengthening family participation in the education process through an inviting, non-threatening environment will greatly enhance our chances to overcome the many challenges of Lawrence.

With the hope that this non-traditional, family-participation approach to education is approved by your office, I look forward to continuing my support of the Lawrence Charter School and Family Development Center. Please call if I can be of further assistance.

Sincerely,

Lyndsie Reynolds
Housing Project Manager

CC: Morella J. Lombardi, Director

Commonwealth of Massachusetts
Executive Office of Environmental Affairs
Department of Environmental Management

PO Box R
Carlisle
Massachusetts
01741
(617) 369-3350

Division of
Forests & Parks
Region 2

November 17, 1994

Dr. Piedad F. Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Ma. 02108

Dear Secretary Robertson:

Lawrence Heritage State Park strongly supports the Charter School Application being submitted by the Lawrence Charter School and Family Development Center. Their proposal leads parent, child and other family members towards a common vision and committment for better literacy programs, strong families and opportunities for community involvement.

For ten years I have had the pleasure of working with Patricia Karl on various projects. Each program was well thought out and implemented with successful results. A few examples are: The History of Lawrence Curriculum, developed by Patricia while a teacher in 1985, is used today by numerous public and private school systems while studying the American Industrial Revolution; and when Patricia led a private/public task force to create partnerships that reopened this park which was closed for almost two years.

This park has the resources to be an intergral part of the proposed charter school. We look forward to this exciting opportunity of "collaboration for learning".

Thank you for considering their application.

Sincerely,

David O'Neill
Park Supervisor

cc: David Hall

Lawrence Public Library

November 14, 1994

Dr. Piedad F. Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Dr. Robertson:

The Lawrence Public Library is pleased to support the Lawrence Family Development and Education Fund's proposal to create the Lawrence Charter School. For many years, through its outreach efforts and its programs, the Library has been a strong advocate for family literacy. The Library has operated numerous such programs for the newcomer population in our community. Several years ago the library was the first in the country to receive a grant from the Barbara Bush Foundation for Family Literacy.

We see the core philosophy of the proposed Lawrence Charter School and Family Development Center as entirely consistent with our own mission to serve the public. Many of our current activities involve parents and children learning together.

Our support for this project would involve curriculum development assistance, family literacy classes, in-service staff training, computer literacy, and access to take-home family literacy activity kits. Along with the Northeast SABES resource collection which is housed here, the Library has an extensive collection of family literacy materials from which teachers, parents, and children can benefit.

The Lawrence Charter School and Family Development Center holds the promise of so many exciting educational innovations which we believe would be welcome both to our educational system and to the city of Lawrence. We hope that their application receives favorable consideration.

Sincerely,

David T. Hildt

David T. Hildt
Assistant Director

Main Library • 51 Lawrence Street, Lawrence, MA 01841 • (508) 682-1727 • FAX (508) 688-31
Branch Library • 135 Parker Street, Lawrence, MA 01843 • (508) 794-5789

James F. Scully
Superintendent of Schools

255 Essex Street
Post Office Box 1676
Lawrence, MA 01842

(508) 975-5905 Ext. 304
FAX (508) 975-5904

February 10, 1995

Dr. Piedad F. Robertson
Secretary of Education
Commonwealth of Massachusetts
Executive Office of Education
One Ashburton Place
Boston, MA 02108

Dear Dr. Robertson:

I am pleased to offer this letter of support of the Family Development Charter School Application. As Superintendent of Schools, I have a responsibility to support quality programs and services that meet the unique needs of our community.

We have successfully worked with Patricia Karl on numerous collaborations at the Lawrence Youth Commission.

It is my perception that children and parents in Lawrence will support expanded educational opportunities that a Charter School can provide.

Sincerely,

James F. Scully

Lower Merrimack Valley Regional Employment Board

11 Lawrence Street, 6th Floor
Lawrence, MA 01840
Tel. (508) 682-7099
Fax (508) 794-1901

February 10, 1995

Dr. Piedad F. Robertson
Secretary of Education
Commonwealth of Massachusetts
Executive Office of Education
One Ashburton Place
Boston, MA 02108

Dear Secretary Robertson:

I am pleased to write in support of the application from the Lawrence Family Development and Education Fund, Inc. to seek eligibility for a charter to establish the Lawrence Charter School and Family Development Center in Lawrence, Massachusetts to open in September, 1995.

Its' mission states that strong families, working in partnership with the school as advocates for academic achievement, will create an environment where every child has the opportunity to acquire the skills and habits of mind that foster life-long learning, citizen participation and personal fulfillment. All children will have access to high quality and developmentally appropriate programs that establish a foundation for learning which in turn will strengthen families.

This plan is of particular interest to the Regional Employment Board because it incorporates family literacy and Job Training Services into the overall service strategy. Early intervention into the educational lives of our children with a family focused curriculum emphasizing maximum parental involvement is an approach which the REB supports.

By granting a Charter for this innovative program you will be stimulating a genuine community-based movement driven by the passions and dreams of parents who only want the very best for their children. The character and goals of our young people are shaped very early in life and they are heavily affected by adult expectations. I ask you to give this idea a chance. We must welcome this reform and convey our belief that this charter school will exceed everyone's expectation.

Your consideration of this application is appreciated.

Sincerely,

Peter A. Vanier
Executive Director

cc: Leonard A. Wilson, President

November 15. 1994

34 Orchard Street
Lawrence. MA 01840

Dr. Piedad Robertson, Secretary of Education
The Commonwealth of Massachusetts
Executive Office of Education
One Ashburton Place
Boston, MA 02108

Dear Dr. Robertson

It will be just great to have in Lawrence a school were parents are part of the decision making processes at the same time that children are receiving quality education. This is the type of Charter School envisioned by the Lawrence Youth Commission - Family Development and Education Fund.

As a parent I'm aware of the need for a school that will provide our children with an opportunity to receive quality education at the same time that will emphazise on family development. Family and parent participation is crucial if we want our children to be prepared for the challenges ahead of them. specially in the next century. In Lawrence. the Youth Commission through the Family Development Center has consistently made parent development and participation a priority.

Their work has had a great impact in our community at different levels. I know of parents who as a result of their involvement with the Center have pursued higher education while others are volunteering with community organizations, while others are working at the decision making level by serving in the school councils. Other parents are using what they have learned to advocate and support their children's education.

Please consider the application submitted by the Family Development Center. The Center is directed by people who know the needs and care about this community. To improve the lives of people. specially our children, by providing opportunities for quality education is their priority.

Sincerely,

Luz Santana

The Commonwealth of Massachusetts
House of Representatives
State House, Boston 02133-1053

M. PAUL IANNUCCILLO
REPRESENTATIVE
16TH ESSEX DISTRICT
ROOM 448, STATE HOUSE
TEL. 722-2582

Committees on
House and Urban Development
Public Service
Personnel and Administration

November 16, 1994

Dr. Piedad Robertson
Executive Secretary of Education
One Ashburton Place
Boston, MA 02108

Dear Secretary Robertson:

It once again gives me great pleasure to write in support of an application being submitted by the Lawrence Youth Commission through the Lawrence Family Development and Education Fund, to open a Family Development Charter School.

Being both a State Representative, as well as a member of the Lawrence City Council, I am fully aware of the need to establish a charter school in the city of Lawrence. The charter school concept focuses on family development as the foundation for student success in education. This approach not only improves on education for our youngsters, but also strengthens family life, which I believe is the key ingredient to leading a successful and productive life.

I hope every consideration will be give to this application. If I can be of any assistance in facilitating this process, do not hesitate to contact me.

Sincerely,

M. Paul Iannuccillo
State Representative
16th Essex District

Merrimack Valley Community Foundation Inc.

BOARD OF TRUSTEES
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Samuel S. Rogers
Julia I. Silveno

November 18, 1994

Dr. Piedad Robertson
Secretary of Education
Commonwealth of Massachusetts
One Ashburton Place
Boston, MA 02108

Dear Dr. Robertson:

This letter is offered in strong support for the Lawrence Family Development and Education Fund's application to the Commonwealth of Massachusetts to open a Family Development Charter School.

The Merrimack Valley Community Foundation serves as fiscal agent for the Lawrence Family Development and Education Fund, Inc. In this capacity, we have had the opportunity to work closely with Mrs. Patricia Karl and her staff and know first-hand the quality of work which is being accomplished. The success of the City C.O.R.E. program is one example of their commitment to quality education programs. They are to be commended for the wonderful job they are doing to help provide valuable education and training to the youth of our community.

The positive results of a Charter School would be many. We reiterate our strong support and hope careful consideration will be given to this application from the Lawrence Family Development and Education Fund.

Sincerely,

Robert Lionette
Executive Director

RL/db

Post Office Box 328 • Andover, Massachusetts 01810-0006 • 508 475-3666 • Fax 508 475-0980

Paulist Hispanic Evangelization & Leadership Program (H.E.L.P.)/
Jóvenes Católicos en Acción (J.C.A.)
365 Haverhill Street
Lawrence, MA 01840
(508) 687-9432

Rev Joachim Lally, C S P
Director/Chaplain

February 10, 1995

Dr. Piedad Robertson
Secretary of Education
Commonwealth of Massachusetts
One Ashburton Place
Boston, MA. 02108

Dear Dr. Robertson:

As a member of the Board of Directors of the Lawrence Family Development & Education Fund, Inc. it gives me great pleasure to write this letter in support of the application seeking elegibility for a charter to establish the Lawrence Charter School and Family Development Center in Lawrence, Massachusetts to open in September, 1995.

The Lawrence Family Development and Education Fund wisely puts in its mission statement the vital necessity of working closely with the entire family if any effective education for the child is to take place. It is only when the family works closely with the school that life long true education can become a reality.

The work of the Lawrence Youth Commission in addressing education reform through its Family Development Center Parent Mobilization Project will insure their capacity to outreach and involve parents to take a righful role as teachers and advocates of their children. In addition, the Youth Commission has staff and board with strong educational backgrounds in teaching, curriculum design, courseling and administration. The success of their Service Learning GED Program of City CORE and a school-to-work program are only some examples of the commitment to quality education programs and the ability to attract educators who will carry this forward.

From my perspective and experience of thirteen years working as the Director of Hispanic Youth for the Archdiocese of Boston I have seen what happens when the family hands over the entire responsibility to the school to educate their children. The number of high school dropouts and the increasing number of gangs point back to the deplorable abdication of the parents rights to be the first teacher of their children, especially in the traditional values such as self-discipline, responsibility, self-respect, respect of others and perseverance when the going gets tough. If the children do not receive these values and role models in the home, the chances of them being imparted in the schools are indeed slim.

Many parents themselves did not receive this training in their own upbringing and hence cannot pass on what they never fully possessed themselves. This is why the parents too must be brought into the total picture as has been done in the Parents Mobilization Project, a very successful project that has been part of the overall program of the Lawrence Family Development and Education Fund.

Being the founder of a now eleven year old leadership training program for Hispanic youth I am particularly interested in the part of the mission statement that speaks about leadership development through internships for parent activities and community service. As I understand the strategy for the Lawrence Charter School and Family Development Center this would include what we have been insisting on in our leadership training program, and that is an intense respect of the cultural values of family and community. Since we started our program in 1981 we have encouraged the Hispanic youth we work with to be bi-lingual and bi-cultural and in no way ever put down one's Spanish language and Hispanic culture to fit into the "melting pot" theory of America.

Lastly I would like to add that it would be a privilege for me to be able to share my experiences of the last thirty-five years working with parents and youth with the students of this new Charter School. I sincerely believe that the Lawrence Charter School and Family Development Center has all the potential necessary for making a most valuable addition to the school department of the City of Lawrence. I have the upmost admiration and esterm for Mrs. Patricia Karl and her abilities to carry this project to a very successful conclusion.

I you have any need of my further input please do not hesitate to call upon me.

Sincerely,

Fr. Joachim Lally, C.S.P.

Fr. Joachim Lally, C.S.P.
Director of Hispanic Youth for the Archdiocese of
Boston and Director of the Lawrence Youth Center

11/17/94

Distinguida Sra. Patricia Karl:

Por medio de la presente, deseo expresarle mi opinión sobre el programa del Lawrence Family Development Center y del Family Educational Development Center Fund, Inc.
Creo firmemente que estos programas son sumamente importantes para todos, especialmente para los hispanos.
Como hispana luchadora, he logrado alcanzar casi todo lo que he soñado. Tengo veinte y un años residiendo en los Estados Unidos y he aprendido que para lograr el Sueño Americano, hay que educarse bién y sobre todo hay que hacerse ciudadano americano para poder ejercer el derecho al voto.
Segun le expliqué anteriormente, por experiencia propia he entendido que si se quiere lograr algo bueno en este país, hay que aprender Inglés y hay que educarse muy bién para bienestar propio y para beneficio de la comunidad.
Le ruego que si está a su alcance, por favor tome carta en el asunto y ayude a realizar este projecto y no se arrepentirá de haber ayudado a formar una mejor comunidad con ciudadanos concientes de que la base del exito es la educación y el trabajo en conjunto entre padres, alumnos y profesores.

Gracias por su cooperación para con los nuestros.

Atentamente,

Lic Ramona Alcántara

Lic. Ramona Alcantara

Peter C. Mc Laughlin
Member, Lawrence School Committee
16 Grant Road
Lawrence, MA 01843

Dr. Piedad Robinson
Secretary of Education
Commonwealth of Massachusetts
1 Ashburton Place
Boston, MA 02108

11/18/94

Dear Dr. Robinson,

I write this letter today to express my full and enthusiastic support for the Lawrence Youth Commission's effort to develop a Charter School. This organization's commitment to education, parental empowerment, and quality programming make it the logical choice for this important effort.

The Youth Commission has built a partnership that will foster lifelong learning, citizen participation, personal empowerment, and strong parental involvement. I believe this partnership will design and implement a Charter School that will be a model for other diverse communities across the Commonwealth.

The Youth Commission is in the forefront in Lawrence in the areas of leadership training and parental involvement in education. Their programs have provided valuable insight into the problems facing our communities' parents. Through their efforts, many parents become more involved in their child's education. The experience, skills, and commitment these parents bring into our school buildings everyday has been just one positive result of the Youth Commission's many programs.

As an outspoken member of the Lawrence School Committee, I have seen first hand the impact of the Youth Commission's advocacy in support of education in the City of Lawrence. I am excited by the opportunity to work with this well run, professional organization in the creation, implementation, and administration of a quality Charter School. If true education reform is to come to the City of Lawrence, it must be in partnership with professional agencies, like the Lawrence Youth Commission, that are deeply committed to our diverse community. I sincerely support the Youth Commission's efforts with regard to the Charter School program.

Professionally Yours,

Peter C. Mc Laughlin
Member, Lawrence School Committee

St. Elizabeth Ann Seton Asian Community
P.O. Box 1076
412 Hampshire Street
Lawrence, Ma. 01842
Tel. 683-7316

November 15, 1994

Dr. Piedad Robertson
Executive Secretary of Education
1 Ashburton Place
Boston, Ma. 02108

Dear Dr. Robertson:

I am writing to you in support of the proposal submitted by Mrs. Patricia Karl for a Family Development Charter School. Mrs. Karl, her staff and the parents of the proposed Family Development Center have worked diligently to design a school program in which the parents are totally involved.

Having been a close associate of Mrs. Karl for a number of years, I can attest to her exceptional qualities of creative leadership, accountability and perseverance to see a project thrive. Her drive to help people comes in part from her deep concern and compassion for so many struggling families who are trying to raise their children in a very violent city.

Patricia is committed to the education of parents and their children because she realizes that it is only through this intergenerational process that change can happen.

Dr. Robertson, I earnestly request that you approve Mrs. Karl's proposal because I am certain that she has the ability and dedcation to make it work in a professional manner.

Sincerely yours,

Sister Helen O'Leary

Sister Helen O'Leary
Director

Allen Scheier
24 Humboldt Street
Waltham, MA 02154
(617) 893-8335

November 14, 1994

Dr. Piedad Robertson
Secretary of Education
Commonwealth of Massachusetts
One Ashburton Place
Boston, MA 02108

Dear Dr. Robertson,

I am writing to you to express my complete support for the application of the Lawrence Family Development and Education Fund, Inc. for a Charter School in the City of Lawrence.

I am currently in my fourth year as an Ed. D. student at Boston University's School of Education in the Department of Administration, Training and Policy Studies. Having also taught in Lawrence for the past eight years I have often used it as an example for many of the problems associated with education in an urban community. One of the focuses of my course work and research is the role of community and parents in the education of children. It has become clear to me that these two factors are especially pivotal to the success of schools in urban areas.

The application submitted for the Lawrence Charter School and Family Development Center embodies these principles of citizen participation and parental involvement. Through my research I have become familiar with similar successful programs such as Dr. James Comer's School Development Program, The League of Schools Reaching Out, and the Coalition of Essential Schools. I believe that this charter school will be equally successful and serve as a model school for further research and replication.

I am very proud and excited to be associated with a project such as this. I urge you to approve this application.

Sincerely,

Allen Scheier

Family Service Association of Greater Lawrence
430 North Canal Street, Lawrence, Massachusetts 01840 Telephone: (508) 683-9505

November 18, 1994

Patricia Karl
Lawrence Youth Commission
11 Lawrence Street
Lawrence, MA 01840

Dear Ms. Karl,

Family Service Association of Greater Lawrence (FSAGL) is pleased to write you a letter of support for your submission of a proposal for a charter school for Lawrence. We have previously also supported the submission of the proposal for another charter school because we believe in the concept of specialized schools that can be innovative and responsive to the individualized needs of our community. We are particularly interested in your focus upon the involvement of parents in the educational process of their children.

FSAGL has learned from its programs in the Lawrence Schools about the necessity of the inclusion of families in order to attain the maximum student achievement. We are presently conducting programs for peer leadership (thrcugh a Drug Free Schools grant), a School-linked Services Program (through the Executive Office for Education), a teen leadership program (through the Governor's Alliance Against Drugs), direct counseling, training of Bilingual /bicultural teachers on substance abuse, and consultation. It is critical that these programs employ staff who are bilingual and culturally sensitive to the needs of the population of Lawrence.

If the Charter School is funded, FSAGL is willing to provide a program model of School-linked Services which will coordinate providers to deliver needed services for families. Our experience has taught us the importance of a multi-layered program that integrates the individual family's needs with a responsive service system. Parents can become involved in their children's education when they feel comfortable in a school and their own basic economic and emotional needs are met. FSAGL will also be able to provide direct counseling for individuals, families and groups, and educational and support seminars on parenting, substance abuse and a broad range of mental health issues. FSAGL's professional and multi-disciplinary team includes social workers, psychologists, child psychiatrist, and nurse, some of whom are bilingual/bicultural, with many years of training and experience in this community.

We wish you success in your application and look forward to working along with you in improving the quality of education in our community.

Sincerely,

Kay Berthold Frishman
Executive Director

kf\karlsupt..let.

February 10, 1995

Dr. Piedad Robertson
Secretary of Education
Commonwealth of Massachusetts
Boston, Ma 02108

Dear Dr. Robertson:

I am writing in support of the application from the Lawrence Family Development and Education Fund, Inc. for a charter to establish the Lawrence Charter School and Family Development Center in Lawrence, Massachusetts.

As a founding member of the Lawrence Youth Commission I am happy to attest to the fact that the Lawrence Family Development and Education Fund, Inc. is the best qualified organization in the City of Lawrence to undertake such a project.

The Youth of Lawrence and their Parents will benefit greately from the establishment of Charter Schools in Lawrence. The racial and ethnic mix of our population is ideal for such pilot programs, with most of the parents coming from a foreign country and from a lower socio-economic class.

Our Youth and their Parents deserve a better future and I believe this could only come through education and motivation which will enable them to realize the American Dream.

Please feel free to call me at (508)681-7261 (work) or (508)794-0915 (home) if you have any questions regarding this letter.

I thank you in advance for your consideration of my request.

Sincerely,

María del Pilar Quintana

Maria del Pilar Quintana
46 Lorenzo Circle
Methuen, MA 01844

Andover Bank

February 6, 1995

Dr. Piedad Robertson
Secretary of Education
Commonwealth of Massachusetts
One Ashburton Place
Boston, MA 02108

Dear Dr. Robertson:

I am pleased to write in support of the application from the Lawrence Family Development and Education Fund, Inc. to seek eligibility for a charter to establish the **Lawrence Charter School and Family Development Center** in Lawrence, Massachusetts, to open in September, 1995.

Its mission states that strong families working in partnership with the school as advocates for academic achievement, will create an environment where every child has the opportunity to acquire the skills and habits of mind that foster life long learning, citizen participation and personal fulfillment.

The City of Lawrence will always be a city of immigrants where first generation families bring to our community tremendous culture and family values. It is vital for the effective development of our children that these values be taught in our school. More importantly is the role of our parents in that process to facilitate our childrens' assimilation to a new and exciting life experience.

A number of professionals like myself are members of first generation families that were educated in our homelands. We bring a different approach to family development, not only from our culture but also from our educational experiences. The Lawrence Charter School and Family Development Center in Lawrence will provide us with a vehicle to share what we learned and strengthen the interest and confidence of our children in their education.

Sincerely,

Jose E. Cabrera
Vice President

JEC/sf
fn: Education

Appendix E)

Signatures of parents of children in the City of Lawrence who support this application for a Charter School

November 19,1994
Lawrence, MA 01841

Dr. Piedad Robertson
Secretary Education Department
Boston, MA

Dear Dr. Robertson:

We, the parents who integrate the Parent Mobilization Project feel that the State school system should provide the necessary educative tools that reflect the needs of the family core, with the specific objective of increasing the number of students who reach their goal.

The immediate way to reach our goals is through the Charter School, and the Lawrence Family Development Center is not only applying to make it possible and meets the needs of our families, but it meets the requirements of the Educational Reform.

Hoping our petition will be heard and considered as an urgent need in the community of Lawrence, we sincerely thank you. The Parents of the Parent Mobilization Project. We are including phone and addresses in case you need them for further contacting. Thanks once more.

(As translated from the original Spanish letter)

Noviembre 19, 1994
Lawrence, MA 01841

Ms.Piedad Robinson
Director Education Department
Boston, MA

Apreaciada Senora Robinsson:

Los padres que integramos el proyecto Parent Movilization Proyect. hemos percibido la necesidad de que el sistema escolar del estado este en disposicion de ofrecernos instrumentos educativos que se adapten a las necesidades del nucleo familiar de la Comunidad con el objetivo expreso de aumentar la calidad en la educacion y la cantidad de estudiantes que completan la meta de sus estudios.

El alcance de los objetivos en terminos mas inmediatos los podriamos alcansar atraves del Charter School, que esta siendo solicitado por el Centro Familiar en Desarrollo y que ademas reune los requerimientos que contempla la Reforma Educativa y y responden a las necesidades de nuestras familias.

En espera de que nuestra peticion sea eschuchada y considerada como una necesidad urgente en la comunidad de Lawrence, quedan de Usted muy agradecidos. Los intergrantes del Parent Movilization Proyect.
Incluimos telefonos y direcciones para futuras contactaciones si Usted los considera oportuno. Gracias de nuevo.

Executive Office of Education

1995 Charter School Application

Name: EDUVIGES SANCHEZ Signature: Edwiges Sanchez Date: 11/7/94

Address: 61 ARLINGTON STREET City: LAWRENCE State: MA Zip: 01841 Tel: (508) 975-4[illegible]

Name: RAMONA ANDRICKSON Signature: Ramona Andrickson Date: 11/7/94

Address: 114 PARK STREET City: LAWRENCE State: MA Zip: 01841 Tel: (508) 685-520[illegible]

Name: DILSA ROMAN Signature: Dilsa R. Toribio Date: 11/7/94

Address: 499 BROADWAY STREET City: LAWRENCE State: MA Zip: 01843 Tel: (508) 685-89[illegible]

Name: VICTORIA JOSE Signature: Victoria Jose Date: 11/7/94

Address: 4 MOUMONTH City: LAWRENCE State: MA Zip: 01841 Tel: 508) 975-01[illegible]

Name: DANIEL TORIBIO Signature: Daniel Toribio Date: 11/7/94

Address: 499 BROADWAY City: LAWRENCE State: MA Zip:)01843 Tel: (508) 685-89[illegible]

Name: ALBERTO JOSE Signature: Alberto Jose Date: 11/7/94

Address: 4 MOUMONTH City: LAWRENCE State: MA Zip: 01841 Tel: (508) 975-01

Name: IVELISSE CORNIELLE Signature: Ivelisse Cornielle Date: 11/7/94

Address: 59 FRANKLIN ST. APT. 3A City: LAWRENCE State: MA Zip: 01841 Tel: (508) 681-82

Name: GUSTAVO PAULINO Signature: Gustavo Paulino Date: 11/7/94

Address: 59 FRANKLIN STREET City: LAWRENCE State: MA Zip: 01841 Tel: (508) 681-82

Name: ROSAEL MARTINEZ Signature: Rosael Martinez Date: 11/7/94

Address: 19 FERRY STREET City: LAWRENCE State: MA Zip: 01841 Tel: (508) 682-90

Executive Office of Education

1995 Charter School Application

Name: ALTAGRACIA CASADO Signature: [signature] Date: 11/7/94

Address: 91 OAK STREET City: LAWRENCE State: MA Zip:)01841 Tel:(508)975-344

Name: RAFAEL CASADO Signature: [signature] Date: 11/7/94

Address: 91 OAK City: LAWRENCE State: MA Zip:01841 Tel:508)975-3443

Name: DULCE HAUESLER Signature: [signature] Date: 11/7/94

Address: 61 MAPLE STREET City: LAWRENCE State: MA Zip:)01841 Tel:(508) 682-91

Name: ALEX ALEMANY Signature: [signature] Date: 11/7/94

Address: 4 COLBY City: LAWRENCE State: MA Zip: 01841 Tel:508)682-2239

Name: ANA ESPINAL Signature: [signature] Date: 11/7/94

Address: 57 WHITE STREET City: LAWRENCE State: MA Zip:01841 Tel:508) 689-720

Name: MAURICIO ROSARIO Signature: [signature] Date: 11/7/94

Address: 57 White St. City: Lawrence State: MA Zip: 01841 Tel:

Name: ALTAGRACIA GARCIA Signature: [signature] Date: 11/7/94

Address: 9 HILLSIDE AVE. City: LAWRENCE State: MA Zip01841 Tel:686-5582

Name: DANIA FERREIRAS Signature: [signature] Date: 11/7/94

Address: 167 PENNY ST City: METHUEN State: MA Zip: Tel:

Name: CATALINA BISONO Signature: [signature] Date: 11/7/94

Address: MAPLE ST. City: LAWRENCE State: MA. Zip: Tel:(508) 68302

Lawrence Family Development and Education Fund, Inc.
Lawrence Charter School and Family Development Center

Commonwealth of Massachusetts
Executive Office of Education

1995 Charter School Application

Name: Maria Cristina | Signature: María Cristina G | Date: 11-17-94
Address: 96 BronGild St. | City: Lawrence | State: MA | Zip: 01841 | Tel: (508) 689-191

Name: Emiliana Javier | Signature: Emiliana Javier | Date: 11-17-94
Address: 22 Leonard ave. | City: Lawrence | State: MA | Zip: | Tel: 687-07-12

Name: Aracelys Del Villar | Signature: Aracely del Valle | Date: 11-18-94
Address: 55 Cedar St | City: Lawrence | State: MA | Zip: | Tel:

Name: Elizabeth Tejada | Signature: Elizabeth Tejada | Date: 11-18-94
Address: 96 Bronfield St. | City: Lawrence | State: MA | Zip: | Tel:

Name: Ramona Enrique | Signature: Ramona Enrique | Date: 11-18-94
Address: 49 Leonard Ave. | City: Lawrence | State: MA | Zip: | Tel:

Name: Antonia Sanchez | Signature: Antonia Sancha | Date: 11-18-94
Address: 40 Broadway St. | City: Lawrance | State: MA | Zip: | Tel: 683-93-50

Name: Ramon Tejada | Signature: Ramon a Tejada | Date: 11-18-9
Address: 61 Benington St. | City: Lawrence | State: MA | Zip: | Tel: 687-66-59

Name: Santiago Morales | Signature: Santiago M Ma | Date: 11-18-9
Address: 699 Essex St. | City: Lawrence | State: MA | Zip: | Tel: 686-5694

Name: Isabel Santiago | Signature: Ysabel Santiago | Date: 11-
Address: 69 Essex St | City: Lawrence | State: MA | Zip: | Tel:

Executive Office of Education

1995 Charter School Application

Name: [illegible] Vargas | Signature: Ramona Vargas | Date: 11-18-94
Address: 69 Essex St. | City: Lawrence | State: Ma | Zip: | Tel:

Name: Fiamma Jimenez | Signature: Fiamma Jimenez | Date: 11-18-94
Address: 85 Fowhill St. | City: Lawrence | State: MA | Zip: | Tel:

Name: Verielda German | Signature: Verielda German | Date: 11-18-94
Address: 5 Royal St. | City: Lawrence | State: MA | Zip: | Tel:

Name: [illegible] Jemenez | Signature: Linda Jimenez | Date: 11-18-94
Address: 255 Bruce St. | City: Lawrence | State: MA | Zip: | Tel:

Name: Maria Vargas | Signature: Maria Vargas | Date: 11-18-94
Address: 26 Putam St. | City: Lawrence | State: MA | Zip: | Tel:

Name: Eduardo Samboy | Signature: Eduardo Samboy | Date: 11-18-94
Address: | City: | State: | Zip: | Tel:

Name: Martina Mejia | Signature: Martina Mejia | Date: 11-17-94
Address: 50 Greenfield | City: Lawrence | State: Ma. | Zip: | Tel:

Name: Ruben Santiago | Signature: [illegible] | Date: 11-18-94
Address: 21 Salem | City: Lawrence | State: MA | Zip: | Tel:

Name: Elba Garcia | Signature: Elba Garcia | Date: 11-18-94
Address: 111- C- Cambrigde | City: Lawrence | State: MA. | Zip: | Tel:

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information s
herein and filed with the Executive Office of Education on this the 21ST th
__November__(month) of the year 1994 is to the best of my/our knowledge, true
accurate.

(This signature sheet must be attached to the application when it is filed.)

Name: Yolanda Signature: Yolanda L. Diaz Date: 11/21/

Addr: 57 Common st City: Lawrence State: Mass Zip: 01841 Tel: 621-10

Name: Batzaida Signature: Batzaida Rosado Date: 11-2-9

Addr: 117 Haverhill ST City: Lawrence State: MASS Zip: Tel: 6184

Name: Ericka Signature: Ericka Aracena Date: 11-

Addr: 12 Florence ct City: Lawrence State: Mass. Zip: Tel: 6154

Name: Nina C Signature: Nina C Rivera Date: 11-2

Addr: 144 Haverhill ST City: Lawrence State: Mass Zip: 01841 Tel: 975-14

Name: Emerald Cruz Signature: Emerald Cruz Date: 11-

Addr: 249 Essex st City: Lawrence Ma. State: Mass. Zip: 01841 Tel:

Name: Julio Chirou Signature: Julio Chirou Date: 11-2

Addr: 21 Jones St City: Methuen State: MA Zip: Tel: 686

Name: Sonia Beltre Signature: Sonia Beltre Date: 11-

Addr: 10 PHILLIPS ST. City: So LAWRENCE State: 01843 Zip: Tel:

Name: Fe Vargas Signature: fe Vargas Date: 11-

Addr: 256 ESSEX ST. City: Lawrence State: MASS. Zip: Tel: 01

If more space is required, please attach additional sheets.
Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA 02

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information set forth herein and filed with the Executive Office of Education on this the 21st th day of November (month) of the year 1994 is to the best of my/our knowledge, true and accurate.

(This signature sheet must be attached to the application when it is filed.)

Name: Viola Rosario Signature: Viola Rosario Date: 11/21/94

Address: 70 Pine St City: Lawrence State: MA. Zip: Tel: 687-

Name: Eunice Velez Signature: Eunice Velez Date: 11-21-94

Address: 1125 S. Broadway City: Lawrence State: Ma. Zip: Tel: 687-

Name: [illegible] Signature: [illegible] Date: 11/21/94

Address: [illegible] City: [illegible] State: [illegible] Zip: Tel:

Name: [illegible] Signature: Date:

Address: [illegible] City: [illegible] State: [illegible] Zip: Tel:

Name: Carmen Ortiz Signature: Carmen Ortiz Date: 11/21/94

Address: 51 Haverhill City: Lawrence State: MA Zip: Tel: 687-

Name: [illegible] Signature: [illegible] Date: [illegible]

Address: [illegible] City: [illegible] State: [illegible] Zip: Tel:

Name: [illegible] Signature: [illegible] Date: 11-

Address: [illegible] City: [illegible] State: [illegible] Zip: Tel:

Name: Brenda Lozano Signature: Brenda Lozano Date: 11-

Address: 195 Broadway Apt 4 City: Lawrence State: Ma. Zip: Tel: 794-

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA 0211

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information herein and filed with the Executive Office of Education on this the 15th day of November (month) of the year 1994 is to the best of my/our knowledge, true and accurate.

(This signature sheet must be attached to the application when it is filed.)

Name: [illegible] Signature: [illegible] Date: 11-

Address: [illegible] City: Lawrence State: MA Zip: 01841 Tel: [illegible]

Name: Maria Costa Signature: Maria Costa Date: 11-

Address: 25 Wilmot City: Lawrence State: MASS Zip: 01841 Tel: [illegible]

Name: WILSON ALMONTE Signature: Wilson Almonte Date: 11-

Address: 16 BUNKERHILL ST City: LAWRENCE State: MA Zip: 01841 Tel: 975-

Name: OLGA RODRIGUEZ Signature: Olga Rodriguez Date: 11-

Address: 189 Lowell St City: Lawrence State: MA Zip: 01841 Tel: 687-

Name: [illegible] Signature: [illegible] Date: 11-

Address: [illegible] City: ANDOVER State: MA Zip: 01 Tel: 6

Name: VIRGINIA HERRILL Signature: Virginia Herrill Date: 11-

Address: [illegible] City: LAWRENCE State: MASS Zip: [illegible] Tel: [illegible]

Name: [illegible] Signature: [illegible] Date: 11-

Address: [illegible] City: [illegible] State: [illegible] Zip: [illegible] Tel: [illegible]

Name: [illegible] Signature: [illegible] Date: 11-

Address: [illegible] City: [illegible] State: [illegible] Zip: [illegible] Tel: [illegible]

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA 02

Executive Office of Education

1995 Charter School Application

Name: [illegible] Signature: [illegible] Date: 11-15-
Address: [illegible] City: [illegible] State: MA Zip: [illegible] Tel: 54-163

Name: Ramona Diaz Signature: [illegible] Date: Nov. 15
Address: 5 Canal St. 2nd City: Lawrence State: Mass Zip: Tel: 686-11

Name: Doris Rios Signature: [illegible] Date: 11/15
Address: 46 Bennington St City: Lawr. State: Mass Zip: 01841 Tel:

Name: Juan Javier Signature: [illegible] Date: 11-15
Address: 52 Arlington St City: Haverhill State: MA Zip: 01843 Tel: [illegible]

Name: Iliana Kontos Signature: [illegible] Date:
Address: 196 Jackson St. City: Lawrence State: M.A. Zip: 01841 Tel: [illegible]

Name: Maria Hernandez Signature: [illegible] Date:
Address: 35 Davis St City: Law State: Mass Zip: Tel: 0841

Name: Rick L. Arevalo Castro Signature: [illegible] Date:
Address: 202 Railroad St. Apt 17 City: Methuen State: MA Zip: 02844 Tel:

Name: Gloria M. Rivera Signature: [illegible] Date: 11/14
Address: 72 Riverside Manor City: Law State: Ma Zip: 01841 Tel: 502

Name: Antonia Rivera Signature: [illegible] Date: 11-15
Address: 459 Prospect St City: Methuen State: Ma Zip: 01844 Tel: 688

1995 Charter School Application

Name: JUANA INFANTE Signature: Juana Infante Date: 11/7 19-
Address: 191 Sandalet City: Lawrence State: MASS Zip: Tel: (5) 1152

Name: Carmen Mendoza Signature: Carmen Mendoza Date: 11-7-94
Address: 229 Walnut St City: Lawrence State: Ma Zip: Tel: 693-35

Name: CAMELIA JAVIER Signature: Camelia Javier Date: 11-7-
Address: 770 Hampshire City: Law State: MASS Zip: Tel: 682-6

Name: Edelina Bautista Signature: Edelina Bautista Date: 11-7-9
Address: 99 JACKSON ST City: LAWRENCE State: MASS Zip: Tel: 685-1

Name: Jenny E. Robledillo Signature: J B. Date:
Address: 21 RYDER ST City: Lawrence State: MA Zip: Tel: 975-2

Name: Ramil Fabus Signature: Ramil Fabus Date: 11-7-
Address: City: Lawrence State: Ma Zip: Tel:

Name: Ramón Tiburcio Signature: Ramón A. Tiburcio Date: 11/7/9
Address: 477 Washington St City: Haverhill State: MA Zip: Tel: 374-7

Name: Alba Gonzalez Signature: Alba Gonzalez Date: 11-7-9
Address: 11 Belmont ST City: Lawrence State: mass Zip: Tel:

Name: Mayra Villa Signature: Date: 11/7/9
Address: 20 DAISY street City: Lawrence State: MASS Zip: Tel: 686-7

1995 Charter School Application

Name: [illegible] Signature. [illegible] Date: 7th
Address: 35 CROSBY St City: LAWRENCE State: MA Zip: Tel: 794-11

Name: Novica Signature: Novica Greir II Date: 7 Nov 9
Address: 7 Warwick Ct City: Lawrence State: Mass Zip: Tel: [illegible]

Name: IZENAIDA Signature: [illegible] Date: 11/17/94
Address: [illegible] City: [illegible] State: MA Zip: Tel: 689 2 54

Name: Teofila Mirabal Signature: Teofila Richardson Date: 11/8/94
Address: 10 E HAVERHILL City: Lawrence State: Mass Zip: 01841 Tel: 794 037

Name: ROSA ESPINOSA Signature: [illegible] Date: 11/8/94
Address: [illegible] City: Lawrence State: MA Zip: Tel: [illegible]

Name: [illegible] Signature: [illegible] Date: 11/8/94
Address: 103 JACKSON City: Lawrence State: MASS Zip: 01841 Tel: 681-62

Name: [illegible] Signature: [illegible] Date: 8/8/94
Address: 9 Jackson City: Lawrence State: Mass Zip: Tel: 687 902

Name: [illegible] Signature: [illegible] Date:
Address: [illegible] City: [illegible] State: [illegible] Zip: 01841 Tel: [illegible]

Name: [illegible] Signature: Date: 11/8/94
Address: [illegible] City: [illegible] State: [illegible] Zip: 01841 Tel: [illegible]

1995 Charter School Application

Name: [illegible] Signature: [illegible] Date: 11-16-9[illegible]
Address: [illegible] City: Lawrence State: MA Zip: 0[illegible] Tel: [illegible]

Name: [illegible] Signature: [illegible] Date: 11/16/94
Address: [illegible] City: Lawrence State: MA Zip: 01841 Tel: (508) 680-[illegible]

Name: [illegible] Signature: [illegible] Date: 11-16-9[illegible]
Address: [illegible] City: LAWRENCE State: MASS Zip: [illegible] Tel: 686-219[illegible]

Name: [illegible] Signature: [illegible] Date: 11/16/[illegible]
Address: [illegible] City: LAW State: MASS Zip: [illegible] Tel: 686-2[illegible]

Name: [illegible] Signature: [illegible] Date:
Address: [illegible] City: LAW State: MASS Zip: [illegible] Tel: 686-7[illegible]

Name: [illegible] Signature: [illegible] Date: 11/16-9[illegible]
Address: [illegible] City: LAW State: MASS Zip: [illegible] Tel: 682-5[illegible]

Name: [illegible] Signature: [illegible] Date: 11/17/9[illegible]
Address: [illegible] City: LAWRENCE State: MA Zip: 01841 Tel: 683-041[illegible]

Name: [illegible] Signature: [illegible] Date: 11/16/9[illegible]
Address: [illegible] City: Lawrence State: MASS Zip: 01841 Tel: 689-76[illegible]

Name: [illegible] Signature: [illegible] Date:
Address: [illegible] City: [illegible] State: [illegible] Zip: Tel: [illegible]

Executive Office of Education

1995 Charter School Application

Name: Gladys Ennis Signature: Gladys Ennis Date: 11-16-

Address: 76 Parker St City: Lawrence State: Mass Zip: 01841 Tel:

Name: Robert T. Mitchell Signature: Robert T. Mitchell Date: 11-16

Address: 22 Jackson City: Lawrence State: MA Zip: 01841 Tel:

Name: Julia Vargas Signature: Date: 11/16/94

Address: 88 Jackson City: Lawrence State: Mass Zip: 01841 Tel: 6579026

Name: Milagros Vargas Signature: Milagros Vargas Date: 11/16/94

Address: 88 Jackson City: Lawrence State: Zip: 01841 Tel:

Name: Janet White Signature: Janet White Date: 11-14-94

Address: 205 Walnut St City: Lawrence State: MA Zip: 01841 Tel: 508) 682-

Name: [illegible] Signature: [illegible] Date:

Address: 26 [illegible] City: [illegible] State: [illegible] Zip: [illegible] Tel: [illegible]

Name: Carmen Feliz Signature: Date: 11/16/

Address: 15 Pemberton St City: Lawrence State: MA Zip: 01843 Tel: 686-1111

Name: [illegible] Signature: [illegible] Date: 11/16

Address: 30 Haverhill City: Law. State: MA Zip: 01843 Tel: 685-1[illegible]

Name: Mario Diaz Signature: Mario Diaz Date: 11-16-9

Address: 44 Smith St. City: Lawrence State: MA Zip: 01841 Tel: 687-24

1995 Charter School Application

Name: [illegible] Signature: [illegible] Date: 11/15/94
Address: 11 S. Union City: Law State: Ma. Zip: 01843 Tel: 725-9[illegible]

Name: Iris Diaz Signature: Iris Diaz Date: 11/16/94
Address: 18 Crocker Terr #3 City: Lawrence State: Ma Zip: 01841 Tel: ____

Name: Sonia Rodriguez Signature: Sonia Rodriguez Date:
Address: 18 Crocker Terr #2 City: Lawrence State: MA Zip: 01841 Tel: 686-84[illegible]

Name: Maibel Feraba Signature: Maibel Feraba Date:
Address: 121 Jackson St City: Lawrence State: MASS Zip: 01841 Tel: 686-109[illegible]

Name: Wanda Torres Signature: Wanda Torres Date: 11/15/[illegible]
Address: 312 market st City: S. Lawrence State: mass Zip: 01843 Tel: 689-92[illegible]

Name: CARMEN DeLeon Signature: Carmen DeLeon Date: 15-11-
Address: 16 Dowd St. City: Lawrence State: M.A. Zip: 01841 Tel: 685-4[illegible]

Name: Betsy Pena Signature: Betsy Pena Date: 11-15
Address: 31 Woodland St. City: Lawrence State: Ma. Zip: 01843 Tel: 688-73[illegible]

Name: Nilsa Alers Signature: Nilsa M. Alers Date: 11-15
Address: 75 Sandy Rd #36 City: Andover State: MA Zip: 01841 Tel: 772-[illegible]

Name: Idalissa Irizarry Signature: Idalissa Irizarry Date: 11-15
Address: 334 Howard St City: Lawrence State: MA Zip: 01841 Tel: 685-7[illegible]

1995 Charter School Application

Name: [illegible] Signature: [illegible] Date: 11-7-94
Address: [illegible] City: Lawrence State: MA Zip: 01841 Tel: 685-52

Name: Antonio Molina Signature: Antonio Molina Date: 11/04/94
Address: 114 Park St. City: Lawrence State: MA Zip: 01841 Tel: 794-53

Name: Antonia Molina Signature: [illegible] Date: 11/07/9
Address: 54 W Dalton St City: South Lawrence State: MA Zip: 01841 Tel: 6-91-51

Name: Elisa to Molina Signature: [illegible] Date: 11/13/9
Address: 154 Walnut City: Lawrence State: MA Zip: 01841 Tel: —

Name: [illegible] Signature: [illegible] Date: 11-05-
Address: 112 Park St City: [illegible] State: MA Zip: 01841 Tel: [illegible]

Name: Delena Marte Signature: Delena Marte Date: 11-05-
Address: 6 Degan St City: Lawrence State: MA Zip: Tel:

Name: Ramona Maria Signature: Ramona Maria Date: 11-13-
Address: 20 Webster City: Lawrence State: MA Zip: 01841 Tel: 688-8

Name: Antonia Maria Signature: Antonia Maria Date:
Address: 20 Webster City: Lawrence State: MA Zip: 01841 Tel: 688-86

Name: Ramona Mora Signature: Ramona Mora Date: 11-15-9
Address: 41 Summer st City: Lawn State: Ma. Zip: 01841 Tel: 794-40

Executive Office of Education

1995 Charter School Application

Name: Maria Casiano Signature: Maria Casiano Date: 11/17/94
Address: 200 Walnut St. City: Lawrence State: MA. Zip: Tel:

Name: Rosa Abreu Signature: Rosa Abreu Date: 11/17/94
Address: 284 High St. City: Lawrence State: MA Zip: Tel:

Name: Gladys Tejada Signature: Gladys Tejada Date: 11/17/94
Address: 118 Bernard Ave. City: Lawrence State: MA Zip: 01841 Tel: 689-4012

Name: Claribel Serrano Signature: Claribel Serrano Date: 11/17/94
Address: 132 Bechard ave. City: Lawrence State: Ma. Zip: Tel:

Name: Samuel Vargas Signature: Samuel Vargas Date: 11/17/94
Address: 27 Mota St. City: Lawrence State: MA Zip: Tel:

Name: Ramon Tiburcio Signature: Ramon Tiburcio Date: 11/17/94
Address: Haverhill St. City: Lawrence State: Ma Zip: Tel:

Name: Francisca German Signature: Francisca German Date: 11-17-94
Address: 2 Musium S.Apt. 210 City: Lawrence State: MA Zip: Tel:

Name: Grecia Alvarado Signature: Grecia Alvarado Date: 11-17-1
Address: 4 Colby St. City: Lawrence State: MA. Zip: Tel:

Name: Carmen Vargas Signature: Carmen Vargas Date: 11-17-
Address: 2 Colby St. City: Lawrence State: MA. Zip: Tel:

Executive Office of Education

1995 Charter School Application

Name: SABINA NUNEZ Signature: Date: II-20-94

Address: 52 MYRTLES ST. City: LAWRENCE State: MA. Zip: Tel:

Name: CRUZ M FIGUEREO Signature: Date: II-20-94

Address: 123 WILLOW ST City: LAWRENCE State: MA Zip: Tel:

Name: ROSA COTTO Signature: Date: II-20-94.

Address: 5 BAILEY ST City: LAWRENCE State: MA Zip: Tel:

Name: GLADYS CRUZ Signature: Date: II-20-94

Address: 44 BERNOT ST City: LAWRENCE State: MA Zip: Tel:

Name: ANDREA SEPULVEDA Signature: Date: II-20-94.

Address: 91 HANCOCK ST City: LAWRENCE State: MA Zip: Tel:

Name: MODESTA GUTIERRES Signature: Date: II-20-94.

Address: 184 MYRTLE ST City: LAWRENCE State: MA Zip: Tel:

Name: GUARIONEX MARTINEZ Signature: Date: II-20-94

Address: 51 LORING City: LAWRENCE State: MA Zip: Tel:

Name: JOSE THEN Signature: Date: II-20-94

Address: 51 ESSEX ST APT.5 City: LAWRENCE State: MA Zip: Tel:

Name: FELIX GARCIA Signature: Date: II-20-94

Address: 184 WILLOW ST City: LAWRENCE State: MA Zip: Tel:

Executive Office of Education

1995 Charter School Application

Name: Victoria Almanzar Signature: Victoria Almanzar Date: 11/
Address: 92 Dubuque St City: LAWRENCE State: MASS Zip: 01841 Tel: 653-2096

Name: DANIEL TORIBIO Signature: Daniel Toribio Date: 11/10/94
Address: 499 S. Broadway City: Lawrence State: MASS Zip: 01843 Tel: 685-897

Name: Maritza Chase Signature: Maritza Chase Date: 11/20/94
Address: 499 So Broadway City: Lawrence State: MA. Zip: 01843 Tel: 685-897

Name: Lucia Martinez Signature: Lucia Martinez Date: 11-20-94
Address: 84 Lexington St. City: Lawrence State: MA. Zip: 01841 Tel: 685-663

Name: Rita Martinez Signature: Rita Martinez Date: 11-20-94
Address: 84 Lexington St. City: Lawrence State: MA. Zip: 01841 Tel: 685-663

Name: Lucy Bencosme Signature: Lucy Bencosme Date: 11-20-9
Address: Belington St City: Lawrence State: Ma Zip: 01841 Tel: 689-840

Name: Maria Castillo Signature: Maria A. Castillo Date: 11-20-
Address: 2 Museum Square Apt 410 City: Lawr. State: MA. Zip: 01840 Tel: 685 97

Name: Margarita Cesers Signature: Margarita Cesers Date: 11/20/9
Address: 10 Pleasant St. #8 City: S. Law State: MA Zip: 01843 Tel: 975395

Name: Victor Alvarado Signature: Victor Alvarado Date: 11/29/9
Address: 4 Colby St. City: Lawrence State: MA. Zip: 01841 Tel: 682-22

1995 Charter School Application

Name: Maria Javier Signature: Maria Javier Date: 11/20/94
Address: 44 Morton St. City: Lawrence State: MA Zip: 01840 Tel:

Name: Olivia Estrella Signature: Olivia Estrella Date: 11/20/94
Address: 44 Morton St. City: Lawrence State: MA. Zip: 01840 Tel:

Name: Ana José Signature: Ana José Date: 11-20-94
Address: 205 Haverhill st. City: Lawrence State: Ma Zip: Tel: 687-74

Name: BATHELEMY Signature: Raul E Rodriguez Date: 11.20
Address: 56 HIGHLAND City: ROBURY State: MASS Zip: 02119 Tel: 42215

Name: Abel Ruiz Signature: Abel Ruiz Date: 11/20/94
Address: 41 Greenwood City: Lawrence State: Mass. Zip: 01841 Tel: 615-38

Name: Isabel Miller Signature: Isabel Miller Date: 11/20/94
Address: 91 E Crawford City: Lawrence State: MA Zip: 01841 Tel:

Name: Benito Miller Signature: B.M. Date: 11/20/94
Address: 91 E Crawford City: Lawrence State: MA Zip: 01841 Tel:

Name: Socorro Signature: Socorro Date: 11-20-94
Address: 91 E Crawford City: Lawrence State: MA Zip: 02118 Tel: 686-

Name: Anna Ruiz Signature: A. R. Date: 11/20/94
Address: 91 Crawford City: Lawrence State: MASS. Zip: 01841 Tel: 685-38

Name: ALTAGRACIA VARGAS Signature: Altagracia Vargas Date: 11-18-9

Address: 919 Essex St. City: LAW. State: MA. Zip: Tel: 01841

Name: Y. MAR Signature: Y. Mar Date: 11-18-9~~5~~

Address: 89 OSGOOD City: LAW State: MA Zip: Tel: 01843

Name: MELBA M. PICHARDO Signature: Melba M. Pichardo Date: 11-18-9

Address: 919 Essex St City: Law. State: MA. Zip: Tel: 01841

Name: TEODORO PEREZ Signature: Teodoro Perez Date: 11-18-94

Address: 87 OSGOOD ST. City: LAW State: MA Zip: Tel: 01843

Name: FRANNY CRUZ Signature: Franny Cruz Date: 11-19-9

Address: 89 OAK CT City: LAW. State: MA. Zip: Tel: 01841

Name: MARCOS SANCHEZ Signature: Marcos Sanchez Date: 11-19-

Address: 47 PARK ST. City: LAWRENCE State: MASS Zip: Tel:

Name: ACELA CRUZ Signature: Acela Cruz Date: 11-19-9

Address: 919 ESSEX St City: Lawrence State: MA Zip: 01841 Tel: 684-33

Name: LUZ C. Maldonado Signature: Luz C. Maldonado Date: 11-20-

Address: 2 Inman St. apt. 8 City: Lawrence State: Ma Zip: Tel: 508) 683-

Name: Manuel Maldonado Signature: Manuel Maldonado Date: 11-20-

Address: 2 Inman St. apt. 8 City: Lawrence State: Ma Zip: Tel: 508) 683-

1995 Charter School Application

Name: Madira Correa	Signature:		Date:
Address: 152 Walnut St	City: Lawrence	State: Mass	Zip: 01841 Tel: 687-65
Name: Dulcemar Lopez	Signature:		Date: 11/5/9
Address: 83 Avon St	City: Lawrence	State: Mass	Zip: Tel: 652-1655
Name: Juana Ruiz	Signature:		Date: 11/5/9
Address: 11 Summer St	City: Lawrence	State: Mass	Zip: Tel: 685-719
Name: Lissette Fermin	Signature: Lawrence MA		Date: 683-4
Address: 107 Lowell St	City: Lawrence	State: MA	Zip: Tel:
Name: Emma Betancourt	Signature:		Date:
Address: 132 Willow St	City:	State: MA	Zip: Tel: 655-
Name: Carla Rosario	Signature:		Date:
Address: [illegible]	City: Lawrence	State: MA	Zip: Tel:
Name: Ramona Lopez	Signature:		Date: 11-
Address: 102 Lawrence	City: Lawrence	State: MA	Zip: Tel:
Name: John Mahoney	Signature: John G. Mahoney		Date: 11-20
Address: 337 D Salem	City: Lawrence	State: Ma	Zip: Tel: 685-70
Name: Ramon Acosta	Signature:		Date: 11-20
Address: 30 Alder St.	City: Lawrence	State: MA	Zip: 01841 Tel:

Name: [illegible] Signature: [signature] Date: 11/19/94
Address: 592 Haverhill City: Lawrence State: MA Zip: 01841 Tel: 687-7776

Name: Kim Marie Nadal Signature: Kim Marie Nadal Date: 11/20/94
Address: 45 Newbury City: Lawrence State: MA Zip: 01841 Tel: 687-5093

Name: Rafael Lantigua Signature: Rafael Lant. Date: 11/19/94
Address: 592 Haverhill City: Lawrence State: MA Zip: Tel: 687-7879

Name: Ramon Ramos Signature: Ramon Ramos Date: 11/19/94
Address: 592 haverhill City: Lawrence State: MA Zip: Tel: 687-7879

Name: Nilda Alonso Signature: Nilda Alonso Date:
Address: 39 Union st City: Lawrence State: MA Zip: 01841 Tel: 685-0[illegible]

Name: Lourdes Arias Signature: Lourdes Arias Date:
Address: 37 Hollis st City: Lawrence State: MA Zip: 01841 Tel: 689-92[illegible]

Name: Elliott Javier Signature: Elliott Javier Date: 11/20/94
Address: 44 morton st City: Lawrence State: MA Zip: Tel:

Name: Milagros Javier Signature: Milagros Javier Date: 11-20-94
Address: 44 morton st City: Lawrence State: MA Zip: Tel:

Name: Rafael Javier Signature: Rafael Javier Date: 11-20-94
Address: 44 morton st City: Lawrence State: MA Zip: Tel:

Name: Julia A. Luna Signature: [signature] Date: 11-20-

Address: 309 SALEM ST City: LAWRENCE State: MAS. Zip: 01843 Tel: 683-5

Name: RAFAEL TEJEDA Signature: [signature] Date: 11-20-94

Address: 347 HAVERHILL ST City: LAWRENCE State: MA Zip: 01841 Tel: 687-2493

Name: Alcides Tejeda Signature: [signature] Date: 11-20-94

Address: 347 HAVERHILL ST City: LAWRENCE State: MA Zip: 01841 Tel: 687-4493

Name: JOSE LUNA Signature: JOSE LUNA Date: 11-20-94

Address: 91 GREENWOOD ST City: LAWRENCE State: MA Zip: 01841 Tel: 655-3254

Name: ANA PENA Signature: [signature] Date: 11-20-94

Address: 91 GREENWOOD City: LAWRENCE State: MA Zip: 01841 Tel: 655-3394

Name: Marion Cortes Signature: [signature] Date: 11-20-9

Address: 91 Greenwood St City: Lawrence State: MA Zip: 01841 Tel: 655-3394

Name: Aquelida Mesa Signature: [signature] Date: 11-21-

Address: 56 Highland St City: Boston State: MA Zip: 02119 Tel: 427-15

Name: Daniela Pena Signature: [signature] Date: 11-20-9

Address: 56 Highland St City: Boston State: MA Zip: 02119 Tel: 427-1571

Name: Eddy Luna Signature: [signature] Date: 11-20-9

Address: 91 Inman St City: Lawrence State: MA Zip: 01841 Tel: 655-3394

1995 Charter School Application

Name: Janet Jiminez Signature: Janet Jiminez Date: 11-8-9
Address: 75 Union St City: methuen State: MASS Zip: Tel: 685-10

Name: HAROLDE YAGUAL Signature: Harolde Yagual Date: 11-8-94
Address: 75 Basswood City: Lawrence State: MA. Zip: Tel: 6872947

Name: DAMILO Signature: PEREZ Date: 11/8/94
Address: Parker St City: Dobbs Ferry State: Zip: Tel: 693 1236

Name: Angelina Signature: Angelina Date: 11/8/94
Address: 33 Dickens Ave City: Lawrence State: Zip: Tel: 689-2-21

Name: ELCIRA YAGUAL Signature: Elcira Yagual Date: 11/8/94
Address: 75 BASSWood City: LAWRENCE State: MA Zip: Tel: 975.1042

Name: GRISELDA GARCIA Signature: Griselda Garcia Date: 11/12/94
Address: 241 E Haverhill St City: Lawr. State: MA. Zip: 01841 Tel:

Name: Elvira Cabrera Signature: Elvira Cabrera Date: 11-18-94
Address: 21 SOLON AVE City: Lorem State: Mass. Zip: Tel: 687-24

Name: Roberto Mena Signature: Roberto Mena Date: 11-19-94
Address: 3 Woodland st. #4 City: Lawrence State: Ma. Zip: Tel: 685-

Name: EVARISTO Signature: Evaristo Amaro Date: 11-1
Address: 31 Exeter City: Lawrence State: MA Zip: Tel: 683-

Name: [illegible] Signature: [illegible] Date: 11-17

Address: 45 ESSEX ST. City: Law. State: Ma. Zip: 0184[illegible] Tel: 688-35[illegible]

Name: Sarah Alvarez Signature: Sarah Alvarez Date: 11-17-94

Address: 10 Maple St City: Lawrence State: MA. Zip: 01841 Tel: 683-1457

Name: Darlene Dolan Signature: Darlene Dolan Date: 11/17/94

Address: 16 Marie Ln City: Law State: MA Zip: 01843 Tel: 794-0895

Name: Teresa Maria Signature: Teresa Maria Date: 11-20-94

Address: 112 Park St City: [illegible] State: MA Zip: 01841 Tel: 685-5[illegible]

Name: Maria Lopez Signature: Maria Lopez Date: 11-20-94

Address: 107 Haverhill St City: [illegible] State: MA Zip: 01841 Tel: [illegible]

Name: Ana La Fabian Signature: [illegible] Date: 11-20-94

Address: [illegible] City: [illegible] State: MA Zip: 01841 Tel: [illegible]

Name: Cathy Abell Signature: [illegible] Date: 11-20-94

Address: 112 Park St City: [illegible] State: MA Zip: 01841 Tel: ——

Name: Rafael Abreu Signature: [illegible] Date: 11-20-94

Address: 112 Park St City: [illegible] State: MA Zip: 01841 Tel: ——

Name: Felicita Ramirez Signature: [illegible] Date: 11-20-94

Address: 32 Tremont Ave City: [illegible] State: MA Zip: 01841 Tel: [illegible]

1995 Charter School Application

Name: Margarita - Perez Signature: Margarita Perez Date: 11-19-94
Address: Livingston St. City: Lawrence State: MA Zip: 01841 Tel:

Name: Yolanda DURAN Signature: Yolanda Duran Date: 11-19-94
Address: 16 Gilcan St. City: Lawrence State: Mass Zip: 01843 Tel: 685 32 65

Name: JUANA Ruiz Signature: Juana Ruiz Date: 11-19-94
Address: 11 SUMER ST APT N 114 City: Lawrence State: MASS Zip: Tel: 685 214

Name: Polanco Eladia Signature: Eladia Polanco Date: 11-99-9
Address: 50 OAK ST City: Lawrence State: M.A. Zip: 01841 Tel: 975.9001

Name: Dulce M Tavarez Signature: Dulce M. TAVAREZ Date: 11-19-9
Address: 81 Avon St City: Lawrence State: M.A Zip: 01841 Tel: 683-85

Name: NANCY PEDIA Signature: Nancy Pedia Date: 11-19-
Address: 142 Berkley City: LAWRENCE State: MA Zip: 01841 Tel: 681-2

Name: ROSA ARAUJO Signature: Rosa Araujo Date: 11/19/
Address: 44 Concord St City: LAWRENCE State: MA Zip: 01841 Tel: 794-0

Name: Carmen CASTILLO Signature: Carmen Castillo Date: 11-10-
Address: 33 Avon St City: Lawrence State: Mass Zip: Tel: 975-5

Name: Signature: Date:
Address: City: State: Zip: Tel:

Executive Office of Education

1995 Charter School Application

Name: Rafael Ecarn Signature: Rafael E. Date: 11/16/9

Address: 67 Jackson's City: Lawrence State: 01841 Zip: Tel: 687272

Name: Pichardson Signature: [illegible] Date:

Address: 9 Jackson St City: Lawrence State: MA Zip: 0184 Tel: 601-24 2

Name: Jose Castillo Signature: [illegible] Date: 11/16/9

Address: 11 Bradford St. City: Law. State: MA Zip: 01841 Tel: 681-142

Name: Luis Lora. Signature: L.L. Date: 11/16/9.

Address: 11 Bradford St. City: Law State: 01841 Zip: Tel: 681142

Name: Rafael Dominguez Signature: [illegible] Date: 11-16-94

Address: 75 Farham St. City: Lawrence State: MA Zip: 01843 Tel: 688-392

Name: Marco Polo Signature: [illegible] Date: 11-16-94

Address: 75 Farham St. City: Lawrence State: MA Zip: 01843 Tel: 688-392

Name: Kilvis Vasquez Signature: Kilvis Vasquez Date: 11-16-94

Address: 58 UNION ST City: LAWRENCE State: MASS Zip: 01841 Tel: 689-1184

Name: Flavia Medina Signature: Flavia Medina Date:

Address: 29 Manton St City: State: Zip: Tel: 1715411

Name: Signature: Date:

Address: City: State: Zip: Tel:

Name: RAFAEL Dominguez Signature: [signature] Date: 11-18-94

Address: 505 Hampshire St. City: LAWRENCE State: MA Zip: 01841 Tel: 688-3932

Name: Felix Fernandez Signature: Felix Fernández Date: 11-18-94

Address: 505 Hampshire st. City: Lawrence State: MA Zip: 01841 Tel: 688-8407

Name: Kivis Vasquez Signature: Kivis Vasquez Date: 11-18-9

Address: 70 UNION ST City: LAWRENCE State: MASS Zip: 01841 Tel: 686-5672

Name: Fernando López Signature: Fernando López Date: 11-18-94

Address: 36 EUTAW ST City: Lawrence State: MA Zip: 01841 Tel: 682-345

Name: GENARA CASTILLO Signature: Genara Castillo Date: 11-18-94

Address: 38 EUTAW ST City: LAWERNCE State: MA Zip: Tel: 689-4568

Name: Agustina López Signature: Agustina López Date: 11-18-94

Address: 36 EUTAW ST City: Lawrence State: ma. Zip: 01841 Tel: 682-345

Name: Signature: Date:

Address: City: State: Zip: Tel:

Name: Signature: Date:

Address: City: State: Zip: Tel:

Name: Signature: Date:

Address: City: State: Zip: Tel:

Executive Office of Education

1995 Charter School Application

Name: Jesus Sepulveda Signature: Jesus Sepulveda Date: 11-20-9

Address: 30 Hampton St. City: Law. State: M.A Zip: 01841 Tel:

Name: Basilia Rosario Signature: Basilia Rosario Date: 11-20-9

Address: 125 Lowell St. Apt. 2A City: Lawrence State: MA Zip: 686-678 Tel: 01840

Name: Milagros Hernandez Signature: Milagros Hernandez Date: 11-20-9

Address: 125 Lowell St. Apt. 2A City: Lawrence State: MA Zip: 01840 Tel: 689-0876

Name: Bracilia Munoz Signature: Bracilia Munoz Date: 11/21/96

Address: 53 Osgood St. City: Lawrence State: MA Zip: 684-2937 Tel: 01845

Name: Signature: Date:

Address: City: State: Zip: Tel:

Name: Signature: Date:

Address: City: State: Zip: Tel:

Name: Signature: Date:

Address: City: State: Zip: Tel:

Name: Signature: Date:

Address: City: State: Zip: Tel:

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information pr
herein and filed with the Executive Office of Education on this the 21 st th
__ November (month) of the year 1994, is to the best of my/our knowledge, truth
accurate.

(This signature sheet must be attached to the application when it is filed.)

Name: Aida Irizarry Signature: Aida Irizarry Date: 11-9-

Address: 255 Bruce City: Lawrence State: Ma Zip: 01841 Tel:

Name: Maria Vargas Signature: Maria Vargas Date: 11/7

Address: 26 Estes st City: Lawrence MA State: Mass Zip: Tel:

Name: EDUARD SAMBOY Signature: Eduard Samboy Date: 11-7

Address: City: State: Zip: Tel:

Name: Martina Mejia Signature: Martina Mejia Date: 11-7

Address: 50 Greenfield City: Lawr State: Ma Zip: Tel: 975

Name: Ruben Santiago Signature: Ruben Santiago Date: 11-

Address: 21 salem City: Law State: Zip: Tel:

Name: Ella Garcia Signature: Date: 11

Address: 111-1 Cambridge City: Lawrence State: Ma Zip: 0184 Tel:

Name: MARIA CASIANO Signature: Maria Casiano Date: 11

Address: 200 Walnut st City: Law State: Ma Zip: Tel: 68

Name: ROSA ABREU Signature: Rosa Abreu Date: 11

Address: 18 High st City: Lawrence State: Mass Zip: 01 Tel: 689

If more space is required, please attach additional sheets.
Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA 02

Appendix F)

Building site under consideration, plans and specifications





34 West Street offers a wide range of opportunities with its professionally styled executive offices, retail store, conference rooms, a computer room, laboratory and warehouse facilities.

The 50,000 square foot facility located on slightly more than two acres, also boasts railroad access, ample parking for more than 60 cars, with room for expansion. The clean, modern offices can help you project a strong, efficient corporate image. And at only $875,000, it offers real value at only $17.50 per square foot!

Located conveniently within 2.5 Miles of Interstates 93 and 495, as well as Route 213, you will be only 30 minutes from either Boston or Manchester, NH, and airports there offer complete daily service. This convenient location offers you easy access to all New England and points beyond.

34 West Street
Lawrence MA 01842
508-686-4131

Area

The subject property is located in the Northwest section of the City of Lawrence, in an area of commercial and residential properties. Conveniently located one (1) block off of Route 28 (Broadway) and off Route 110 and approximately two (2) miles from Route 93, only three (3) miles to the New Hampshire border and five (5) miles from Route 495.

The City of Lawrence has a long-term history of manufacturing and mill space and with the building of the Great Stone Dam was the birth of the textile industry in the early 1900's.

Located in Essex County, it is the heart of the Merrimack Valley area. The Merrimack River flows through the city and to the Atlantic Ocean. Lawrence has a proud heritage of many ethnic and religious groups.

There is an abundance of experienced labor to draw from in the area, with strong representation from the manufacturing, computer, electronic,and electrical sectors.

The City of Lawrence is served by a mayor elected by individual vote every four (4) years and district and at-large councilors.

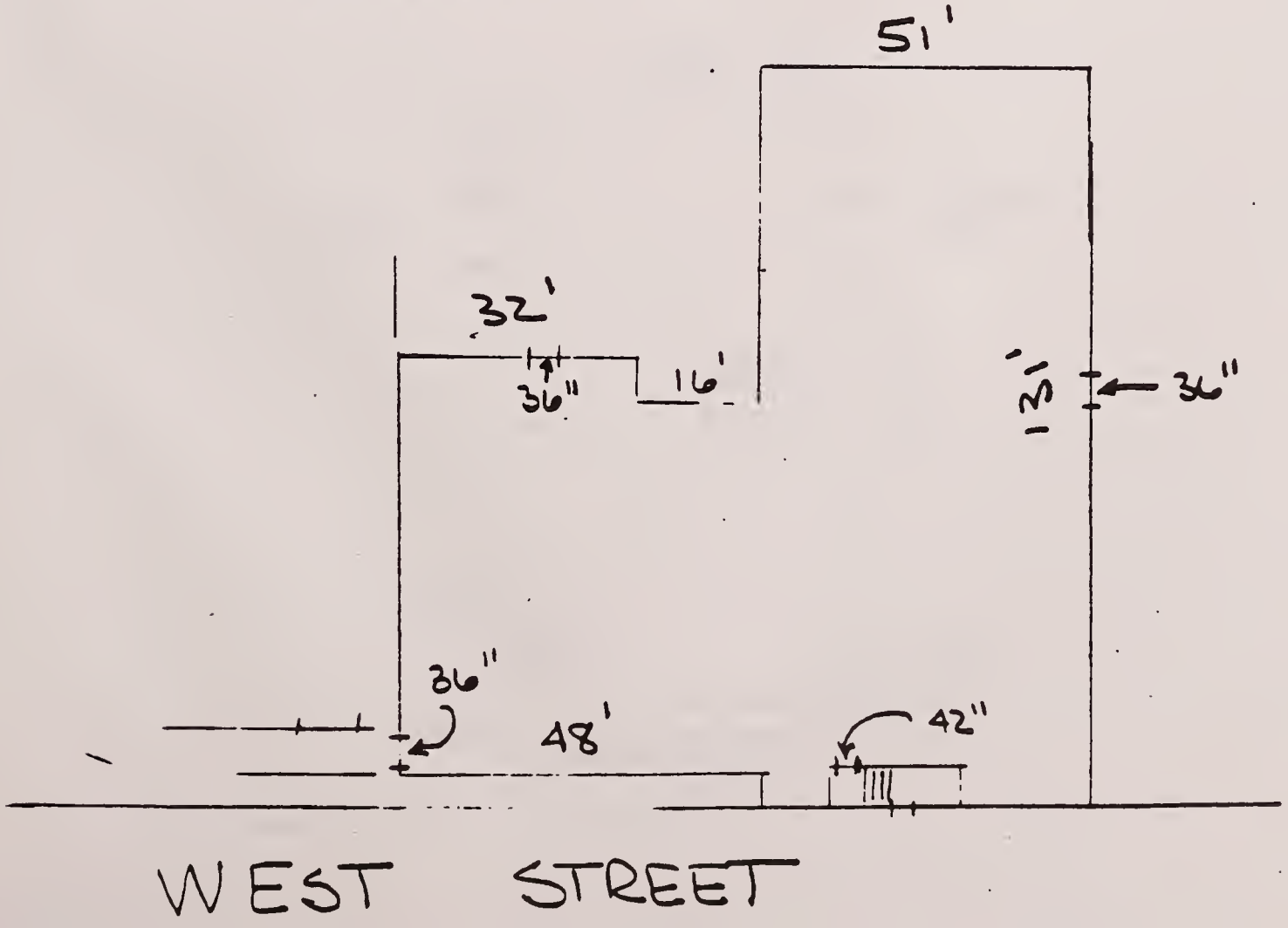
Services/Descriptions

Dimension	409 x 328 x 200 x 140 x 223 x 128
Area	89,000 +/- Square Feet or 2.06 acres
Zoning	Industrial II / Residential
Electric	Mass. Electric / 480 / 3-Phase
Natural Gas	Bay State Gas Co.
Water	City of Lawrence
Sanitary Sewer	City of Lawrence
Storm Sewer	City of Lawrence
Street	Paved Asphalt / Public
Curb/Gutter	Granite
Sidewalks	Paved Asphalt / Public
Street Lights	Mass. Electric
Topography	Level
Shape	Irregular
Driveway	Paved Asphalt
Easement	Boston and Maine Railroad
Gross Floor Area	51,719 +/- square feet

Building No. 1 (2 floors; 13,353 square feet)

Newly remodeled building has 10,017 square feet of space on one level consisting of private and open offices and the main entrance from West Street. A fire alarm box is located on the front of the building, near the entrance. Oak-finish woodwork, wall to wall carpeting, central air-conditioning, central vacuum, sprinkler system, suspended ceilings, security system of door alarms and motion detectors, intercom system, and smoke detectors. The lower level has a finished conference room, storage and utility rooms with approximately 3,336 square feet. The finished area consists of tile floors, wallpaper, oak trim, and lavatories with ceramic tile. Improvements are made in very fine taste and offer excellent working conditions.

Dimensions: Irregular Shaded
Foundation - Concrete
Exterior - Brick/Wood
Roof (flat) - Tar & Gravel
Interior - Drywall
Height - 14 feet
Heating System - Oil/Gas

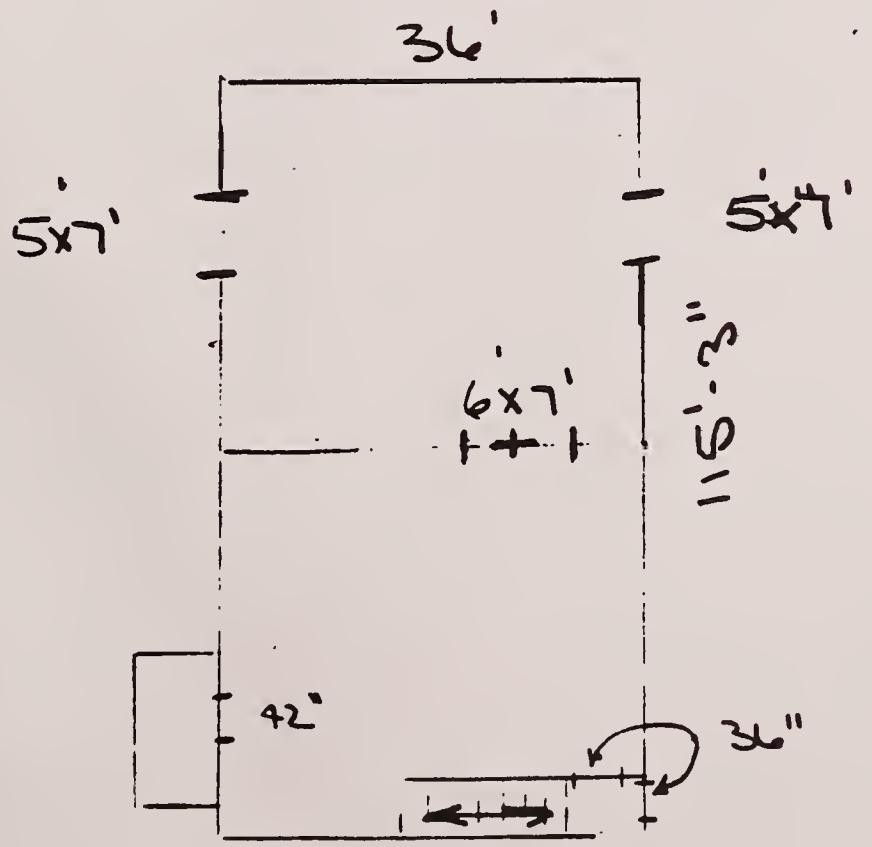


Building No. 2 (2 floors; 8,298 square feet)

Consisting of 4,149 square feet (each floor)
MAP 189; PARCEL 58
Contains retail store, office, and warehouse:

36 x 55 = 1,989 store
36 x 60 = 2,160 first floor (warehouse)
36 x 55 = 1,989 second floor (office - 1,152; lab - 837)
36 x 60 = 2,160 second floor (warehouse)
36 x 115 = 4,149 basement (shop/shower/break room)

Exterior - Aluminum
Walls - Wood Frame
Roof - Roll/Gable
Interior - Drywall
Floor - Wood/Tile Cover
Ceiling - Suspended/Open
Heat - Hot Water/Steam
Parking - Adjacent
Access - Concrete Loading Dock/Store Entrance



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CHARLESTOWN, MASS.